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AUTHOR Norton, Robert E.; And Others
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ABSTRACT

The purpose of this development phase of a larger project entitled "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators" was to field test and revise prototypic competency-based administrator instructional packages. A search was conducted to identify currently available competency-based vocational administrator materials. Very few materials were located. Six prototypic competency-based modules were developed for training local vocational administrators using the competencies identified and nationally verified in the research phase of the project as the research base. The following six procedures were utilized: (1) verified competencies were tentatively clustered for curriculum development purposes, (2) an instructional materials format was devised, (3) six prototypic modules and a user's guide were developed, (4) the modules and guide were field tested with administrator trainees in four types of instructional settings, (5) all materials were revised based on the feedback obtained, and (6) all materials and reports were prepared for publication and dissemination. The results of field testing indicated that all six of the modules were effective in helping administrator trainees achieve the designated competencies. A test revealed that trainee's perception of their growth on all six modules was statistically significant at the .001 level. Further, both the trainees and resource persons (instructors) reacted favorably to each of the six modules and to the use of modules as a method of instruction as compared with traditional college education courses. (The first part of the final report is also available [CE 016 503].) (JH)

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Research and Development Series No. 142

THE DEVELOPMENT OF COMPETENCY-BASED INSTRUCTIONAL MATERIALS FOR THE PREPARATION OF LOCAL ADMINISTRATORS OF SECONDARY AND POST-SECONDARY VOCATIONAL EDUCATION

Final Report: Development of Competency-Based Instructional Materials for Local Vocational Education Administrators—Part II

Robert E. Norton, Project Director
Kristy L. Ross, Program Assistant
Gonzalo Garcia, Graduate Research Associate
Barry Hobart, Graduate Research Associate

The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1977

CE 016 504

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Project No. 498AH50193 Grant No. GO07501702

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

Office of Education
Bureau of Occupational and Adult Education

THE CENTER MISSION STATEMENT

The Center for Vocational Education's mission is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning, preparation, and progression. The Center fulfills its mission by:

- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
- Installing educational programs and products
- Operating information systems and services
- Conducting leadership development and training programs

FOREWORD

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and inservice administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators. In response to this pressing need, the Bureau of Occupational and Adult Education of the U.S. Office of Education, under provisions of Part C--Research of the Vocational Education Amendments of 1969, funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project has two major objectives as follows:

> To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.
>
> To develop and field test a series of prototypic competency-based instructional packages and a user's guide.

The procedures used to carry out the first (research) objective of this project are fully described in the report entitled The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education. The procedures used to carry out the second (development) objective are described in this report.

This project could not have been successfully conducted without the cooperation and assistance of many individuals. Special recognition goes to Robert E. Norton, Senior Research Specialist, who as Project Director, gave leadership and guidance to the overall project. Recognition also goes to Kristy L. Ross, Program Assistant, for her many writing and editorial contributions; and to Gonzalo Garcia and Barry Hobart, Graduate Research Associates, who assisted with both the research and module development phases. Thanks also go to Kenney Gray, Research Specialist, for his assistance with the research phase; Glen E. Fardig, Research Specialist, for his advice on the research phase and review of some modules; and to James B. Hamilton, Program Director, Professional Development in Vocational Education, for his helpful guidance and administrative assistance.

Meaningful contributions were also made to the project by the Project Advisory Committee, consisting of Walter G. Hack, Professor of Educational Administration, The Ohio State University, Columbus, Ohio; Rosemary Kolde, Director, Diamond Oaks Career Development Center, Cincinnati, Ohio; Paul Lentz, Director of Occupational Education, Concord, North Carolina; Peggy Patrick, Program Analyst, Division of Vocational-Technical Education, State Department of Education, Little Rock, Arkansas; and Merle Strong, Professor of Educational Administration and Director of Center for Studies in Vocational and Technical Education, University of Wisconsin, Madison.

Appreciation is also extended to the consultants who assisted in reviewing and/or writing portions of some of the six modules. Their content expertise and practical experience with the competencies resulted in receipt of valuable inputs for both the initial drafts and revised versions of the modules.

Special thanks also go to Russ Gardner, Kent State University; Aaron J. Miller, The Ohio State University; Don McNelly, University of Tennessee; and Charles Parker, Utah State University; who served as field site coordinators for the field testing; and to the local administrators of vocational education who used the modules and provided valuable feedback and suggestions for their improvement.

Last, but certainly not least, credit goes to Debbie Parsley and Susan Ryckman, project secretaries, who consistently worked hard to meet deadlines and produce high quality materials.

Robert E. Taylor
Executive Director
The Center for Vocational Education

ABSTRACT

Project No.: 498AH50193 Grant No.: GO07501702

Title of Project: The Development of Competency-Based Instructional Materials for the Preparation of Local Administrators of Secondary and Post-Secondary Vocational Education

Grantee Organization: The Center for Vocational Education
The Ohio State University
Columbus, Ohio

Project Director: Robert E. Norton

Period Covered: July 1, 1975 to June 30, 1977

The purpose of this development phase of a larger project entitled "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators" was to contribute to the improvement of educational programs for local administrators by developing, field testing, and revising prototypic competency-based administrator instructional packages.

A search was conducted to identify currently available competency-based vocational administrator materials. Very few materials were located. Six prototypic competency-based modules were developed for training local vocational administrators using the competencies identified and nationally verified in the research phase of the project as the research base. The following six procedures were utilized: (1) verified competencies were tentatively clustered for curriculum development purposes, (2) an instructional materials format was devised, (3) six prototypic modules and a user's guide were developed, (4) the modules and guide were field tested with administrator trainees in four types of instructional settings, (5) all materials were revised based on the feedback obtained, and (6) all materials and reports were prepared for publication and dissemination.

The results of field testing indicated that all six of the modules were effective in helping administrator trainees achieve the designated competencies. A t test revealed that trainee's perception of their growth on all six modules was statistically significant at the .001 level. Further, both the trainees and resource persons (instructors) reacted very favorably to each of the six modules and to the use of modules as a method of instruction as compared with traditional college education courses.

CONTENTS

Foreword. iii

Abstract. v

Chapter I: INTRODUCTION. 1

Problem Statement 1

Project Objectives. 4

Related Curriculum Development Efforts. 4

Chapter II: PROCEDURES. 7

Cluster Verified Competencies 8

Devise Instructional Materials Format 8

Develop Modules and User's Guide. 12

Field Test the Materials. 13

Revise Modules and User's Guide 15

Publish and Disseminate Materials 16

Chapter III: RESULTS 19

Materials Development 19

Materials Field Testing 19

Materials Dissemination 42

CHAPTER IV: CONCLUSIONS AND RECOMMENDATIONS 45

Bibliography. 47

Appendix A: Tentative Clusters of the Verified Competencies. 49

Appendix B: Module Quality Review Checklist 57

Appendix C: Guidelines for the Field Testing of Competency-Based Vocational Administrator Curricula 59

Appendix D: Sample Estimate of Performance and Administrator Performance Assessment Forms 67

Appendix E: Student's Feedback Instrument and Resource Person's Feedback Instrument. 75

Appendix F: Brochure: Competency-Based Materials for Local Administrators of Vocational Education. . 93

Appendix G: Description of The Center's Competency-Based Materials for Training Local Administrators of Vocational Education 95

Figures

Figure 1: Administrator Project Curriculum Development and Testing Phase 9

Figure 2: Typical Instructional Sequence for CVE Modules 11

Tables

Table 1: Administrator Module Testing Summary: Number of Tests and Instruments Completed Per Module. 20

Table 2: Estimate of Performance Summary: Frequency Distributions, Mean Scores, and Difference Between Means for Organize and Work with a Local Vocational Education Advisory Council . . 21

Table 3: Estimate of Performance Summary: Frequency Distributions, Mean Scores, and Difference Between Means for Establish a Student Placement Service and Coordinate Follow-up Studies 22

Table 4: Estimate of Performance Summary: Frequency Distributions, Mean Scores, and Difference Between Means for Supervise Vocational Education Personnel. 23

Table 5: Estimate of Performance Summary: Frequency Distributions, Mean Scores, and Difference Between Means for Appraise the Personnel Development Needs of Vocational Teachers. . . . 24

Table 6: Estimate of Performance Summary: Frequency Distributions, Mean Scores, and Difference Between Means for Develop Local Plans for Vocational Education: Part I 26

Table 7: Estimate of Performance Summary: Frequency Distributions, Mean Scores, and Difference Between Means for Develop Local Plans for Vocational Education: Part II. 28

Table 8: Summary of Estimate of Performance Mean Scores Across All Items Per Module, Differences Between Means, and t Scores. 30

Table 9: Summary of Student's Feedback Instruments: Frequency of Response Per Item Per Module . . . 32

Table 10: Summary of Selected Items from Resource Person's Instrument: Frequency of Response Per Item Across All Modules 43

CHAPTER 1: INTRODUCTION

Vocational education requires aggressive and effective leadership at the local level. In order to provide this caliber of leadership for rapidly expanding vocational programs, more--and more effective--training programs are required for local administrators. The major outcome sought through this project was better trained local administrators of secondary and post-secondary vocational education; and, through their improved competence, vocational education programs that are more effective and efficient in meeting the needs of students.

Problem Statement*

The improvement and expansion of effective programs of vocational education at the local level requires the preparation of increasing numbers of new administrators who are competent in the complex and unique skills necessary to successfully direct vocational programs. It is also essential that current and future administrators of vocational education receive frequent upgrading of their skills in order to develop and manage vocational education programs that are relevant and responsive to the constantly changing needs of both the individual and society. In many states, the supply of competent local leaders of vocational education has been inadequate to meet increasing demands for them. And, in many states the need for upgrading the skills of present administrators has gone unmet.

The effective training of local administrators has been hampered by at least four major problems:

1. the complex and unique skills required to successfully direct vocational programs

2. the limited knowledge of the competencies currently needed by local administrators of vocational education

3. the limited availability of high quality competency-based instructional materials for use in the preservice and inservice preparation of vocational administrators

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*It should be noted that the problem statement and project objectives in this, Part II of the final report on the project "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators," are essentially the same as the problem statement and project objectives for Part I of the report.

4. the limited training opportunities available for the preservice and/or inservice preparation of secondary and post-secondary vocational administrators in most states

A brief explanation of each of these problem areas follows.

While vocational administrators are confronted with many of the same tasks as are general education administrators, they must also deal with many complex tasks which are unique to vocational education administrators. For example, the 1968 Amendments to the Vocational Education Act gave states and local communities more responsibility for program planning and evaluation. In order to obtain state and federal funds to support their programs, local leaders are now required to submit to the state, plans that reflect and justify the programs proposed for operation in the local secondary and post-secondary school district. Wenrich and Wenrich (1974), reflecting upon the increased leadership demands placed on the local vocational administrator, state:

> This shift in responsibility from the federal to state and local units of school administration creates a need for an increased number of local vocational education leaders who have the competence to plan, operate, and evaluate vocational programs on the secondary and post-secondary levels. But not only do we need more leaders for administrative roles, we need a "new breed" of leaders--persons who have conceptual, technical, administrative, and human relations skills needed to develop dynamic vocational education programs which will serve the needs of individuals and society (pp. 101-102).

The Education Amendments of 1976 have also thrust increased responsibilities for program planning, evaluation, and accountability upon the shoulders of local administrators. For example, comprehensive planning requirements at the local level make it mandatory that the local administration involve an advisory council for vocational education in all major aspects of program planning and development. The skills required to successfully direct local vocational programs are indeed complex and in many cases unique.

As pointed out by Miller (1972) and others, studies of the competencies needed by leadership personnel in vocational education were also limited in number and scope. Briggs (1971), in his doctoral study of the competencies necessary for administrators of vocational and technical education, states that there still seems to be a lack of agreement "regarding what one needs to know and the competencies he must possess to be an effective administrator in vocational education" (pp. 22-23).

A comprehensive needs assessment that includes a review of all pertinent research studies and other literature dealing with vocational administrator competencies was needed. Given this

review, a comprehensive list of identified competencies could be developed and submitted to a nationally representative group of current vocational administrators for verification and the assignment of priorities.

Once the specific competencies required by vocational administrators have been identified, there is still the problem of developing and testing transportable training materials that will deliver the needed competencies. Miller (1972), in a review and synthesis of research on the preparation of leadership personnel, states that "leadership development, instructional activities and procedures should be competency-based and not course oriented" (p. 28). Although a considerable volume of training materials has been developed for various graduate programs, workshops, seminars, and institutes, almost nothing exists that is competency-based, transportable, and field tested. Hence, the third major problem restricting the effective training of local administrators.

Finally, the training problem is compounded by the limited number of training programs specifically designed for local administrators of vocational education. Since preservice programs for vocational education leadership personnel are minimal in number, inservice training programs are vital to the preparation of needed personnel. Since most newly appointed vocational administrators are recruited from teaching positions in specialized service areas, they can acquire the broad understanding of vocational education and the administrative skills required for their new position only through inservice programs. Similarly, administrators from general education who are thrust into vocational education leadership positions can obtain the same unique understandings and skills only through inservice training. In spite of the obvious need, often the only type of inservice training available is in the area of general administration. Unfortunately, the number of administrators responsible for vocational education programs in any given area is quite small, with the resulting available training opportunities often being very limited. The shortage of training opportunities, however, does not lessen in any way the serious and critical need for the training of such administrators.

In response to the problems outlined, the Bureau of Occupational and Adult Education of the U.S. Office of Education, under the research provisions (Part C) of the Vocational Education Amendments of 1968, funded several state level (Virginia, Texas, West Virginia, Mississippi, Michigan) projects and at least one project with a national focus (The Center for Vocational Education).

It is the latter project with which this report is concerned.

Project Objectives

A long-term, comprehensive effort--one which reaches into every state and territory--is required in order to address the four major administrator training problems which have been outlined. While such a massive effort could not be undertaken due to certain constraints, The Center launched a significant research and development effort with the following two major objectives:

1. To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education.

2. To develop and field test a series of prototypic competency-based instructional packages and user's guide.

In terms of the four major problems which inhibit the effective training of local administrators, the primary objective of this project was to deal directly with the problem of "limited knowledge of the competencies needed." The secondary objective was to deal directly with the problem of "limited availability of high quality competency-based instructional materials" through the preparation and field testing of sample modules and a user's guide specifically designed for use with local administrators. Through the preparation and dissemination of individualized training materials, it is also hoped that the project will indirectly contribute to solving the problem of "limited training opportunities."

The ultimate goal or outcome sought through the project is better programs for secondary and post-secondary vocational education students through the preparation of more, and more competent, local administrators. It is expected that through (1) knowledge of the important competencies needed by vocational administrators, and (2) the use of high quality competency-based instructional materials that are research-based and specifically designed and tested to provide the skills and knowledge verified as important, more individualized and competency-based training opportunities can be made available to preservice and inservice vocational administrators.

The focus of the remainder of this report is primarily on the procedures, findings, and conclusions related to the second project objective--the development and field testing of prototypic competency-based instructional materials.

Related Curriculum Development Efforts

A national search was conducted to identify relevant available competency-based instructional materials designed for use in training local vocational education administrators. The search consisted of a manual search and a computerized search which was

completed by The Ohio State University's Mechanized Information Center facilities. The Mechanized Information Search consisted of both a retrospective search and a current awareness search. The following data banks were searched for the years indicated:

RIE - Research in Education	1965-1976
AIM/ARM - Abstracts of Instructional Materials and Research in Vocational Education	1968-1976
EI - Education Index	1964-1975
CIJE - Current Index to Journals in Education	1969-1975
DIS - Dissertation Abstracts International	1966-1975

This search for competency-based curricular materials that had been field tested and that were generally available proved almost futile. The only materials located prior to the last six months were the ABC - Instructional Packages that came out of a 1974 project by Illinois State University. While helpful, these are not basically self-contained and do require tapes and other media not generally available. In late 1976, a few materials--widely varying in quality--began to appear as a result of other USOE-funded projects.

Given the extremely limited quantity of competency-based administrator education materials located, it was concluded that substantial materials of a modularized and competency-based nature should be developed, field tested in a variety of instructional settings, and revised before dissemination. It was further concluded that such materials should address high priority competencies that were identified and verified on a national basis in the research phase of this project.

CHAPTER 2: PROCEDURES

This research and development project consisted of three phases: (1) a research phase, (2) a curriculum materials development and testing phase, and (3) a dissemination phase. In order to accomplish project objectives, the following methods and procedures were used:

1. Conduct a comprehensive literature search to identify relevant administrator studies and available competency-based materials.

2. Analyze available research on the identification of administrator competencies.

3. Conduct a DACUM committee workshop to update and identify additional administrator competencies.

4. Analyze, refine, and merge administrator competencies into a single list.

5. Verify competencies nationally through a stratified survey of carefully selected secondary and post-secondary administrator respondents.

6. Summarize and analyze findings.

7. Tentatively cluster verified competencies for curriculum development purposes.

8. Devise instructional materials format.

9. Develop prototypic instructional packages (modules) and a user's guide.

10. Conduct test of instructional materials in different types of instructional settings at four geographically diverse locations.

11. Revise all materials using feedback obtained from students (administrator trainees) and resource persons (instructors).

12. Publish and disseminate research report, materials development report, modules, and user's guide.

The first six procedures which constituted the research phase of this project are reported in The Identification and National Verification of Competencies Important to Secondary and Post-Secondary Administrators of Vocational Education which is Part I of the Final Report: Development of Competency-Based Instructional Materials for Local Vocational Education Administrators. The last six procedures consisting of the curriculum

materials development and field testing and the dissemination phases are covered in the remainder of this report.

The major steps of the curriculum materials development and field testing phase are portrayed graphically in Figure 1. The first step in the curriculum development phase involved the tentative clustering of verified competencies for curriculum development purposes.

Cluster Verified Competencies

Project staff undertook the job of initially clustering the 166 verified task statements into logical groupings for curriculum development purposes. It was felt that clustering of some tasks was needed for at least two major reasons. First, many of the tasks are closely related to one another and could logically be addressed in a single instructional package that could show these relationships better than if addressed separately. Secondly, it appeared logical to project staff that 166 instructional packages (one for each verified task statement) would be unrealistic and unmanageable. Hence, task statements were tentatively clustered into several logical groupings. See Appendix A for a list of the tentative clusters identified. The clusterings are considered tentative, because it has been the project staff's experience in the development of many performance-based teacher education modules that the task statement groupings sometimes need to be changed during the actual curriculum development process.

Devise Instructional Materials Format

Several instructional materials formats were reviewed and evaluated before a decision was made to adopt a format very similar to The Center's 100 performance-based teacher education (PBTE) modules. The PBTE module format has been widely field tested and proven to be an effective and easily understood format. Another advantage of using this format is that many vocational teacher educators and other potential users of the administrator modules would already be acquainted with it, therefore reducing the training needed to prepare them for their effective use.

Each module is designed to cover one or more related administrative skill(s) and has as its base one or more of the task statements verified as important during the research phase of the project. To help the learner acquire competency, each module includes information, learning activities, and feedback devices.

The modules are primarily self-contained units of instruction requiring the use of few, if any, outside resources. While the modules are basically self-contained, they are not self-instructional, and should be used under the guidance of a qualified resource person (instructor). They are designed to be used individually, at each learner's own pace; however, they can be easily adapted for group use. The flexibility of the modules

ADMINISTRATOR PROJECT

CURRICULUM DEVELOPMENT AND TESTING PHASE

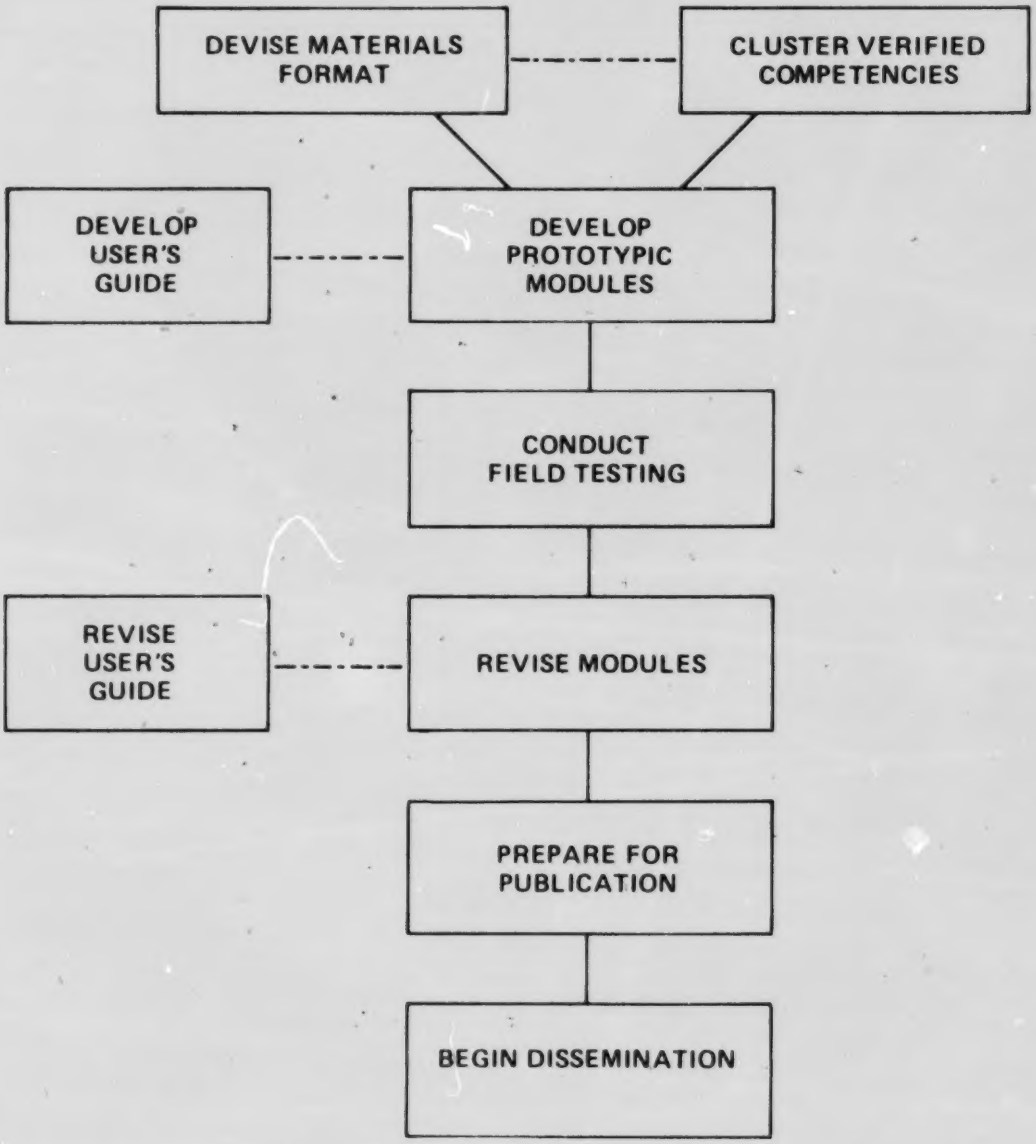

Figure 1

offers the learner a unique learning experience that can be tailored to specifically meet his/her individual needs and interests. The resource person is also encouraged to modify or supplement the module as needed to provide for a specific training situation. The resource person, by virtue of his/her role in this program, is in a unique position to make such modifications.

The administrator module format adopted has four major components. The components of each module are briefly discussed here in their order of appearance in the modules:

Title Page.--The title page identifies (1) the title of the module, the developers, the publisher, and the date of publication. Through use of an action verb, the title is always written in performance terms to identify the competency or competencies to be achieved by the learner (e.g., Supervise Vocational Education Personnel) upon completion of the module.

Introduction.--A short introduction to the module follows the title page. It is designed to stimulate the interest of the learner and motivate him/her to acquire the competency covered in the module. The introduction explains the competency and offers the learner a brief summary of the importance of, and the need for, the attainment of the competency in order to be an effective administrator. If necessary, terms unique to the module are identified in the introduction.

Module Structure and Use.--The module structure and use section is designed to specifically answer questions about the unique features of that particular module. For information which is common to all modules, such as procedures for module use, the organization of the modules, and definitions of common terms, the reader is referred to the supportive document entitled Guide to Using Competency-Based Vocational Education Administrator Materials.

There are, however, four basic areas which appear in this section of each module. They include the (1) objectives, (2) resources, (3) selected terms, and (4) task statements covered section. The objectives section contains the terminal objective for the module and the enabling objectives for each learning experience. The resources section identifies any required and/or optional outside resources that will be needed in completing each learning experience of the module. The selected terms section lists and defines terms which are important to use of the module. The verified task statements (from the research phase of the project) which are addressed by the module are identified in a footnote contained in this section.

Learning Experiences.--A series of learning experiences is contained in each module. Each learning experience, except the final experience, begins with an overview of its contents. The overview identifies the objective of the learning experience and presents a brief summary of what activities the student will be doing to complete the learning experience.

Each learning experience is complete with activities that are designed to help the learner achieve a specific objective. In order to achieve the objective, the activities within the learning experience may include reading an information sheet or outside resource, observing an experienced administrator, viewing a filmstrip, reacting to case studies, role-playing with peers, etc.

Completion of the activities contained in a learning experience leads the learner toward the accomplishment of the objective of that learning experience. When the learner successfully completes all of the learning experiences contained in a module, he/she normally will have attained the competency identified in the module title. This building process provides the learner with the foundation needed to achieve the desired competency. The process, incorporated into a series of learning experiences, allows the learner to learn information about a competency, practice or apply that information, and finally, actually perform the competency while working in an actual administrative situation. An illustration of the typical instructional sequence employed in the modules follows as Figure 2.

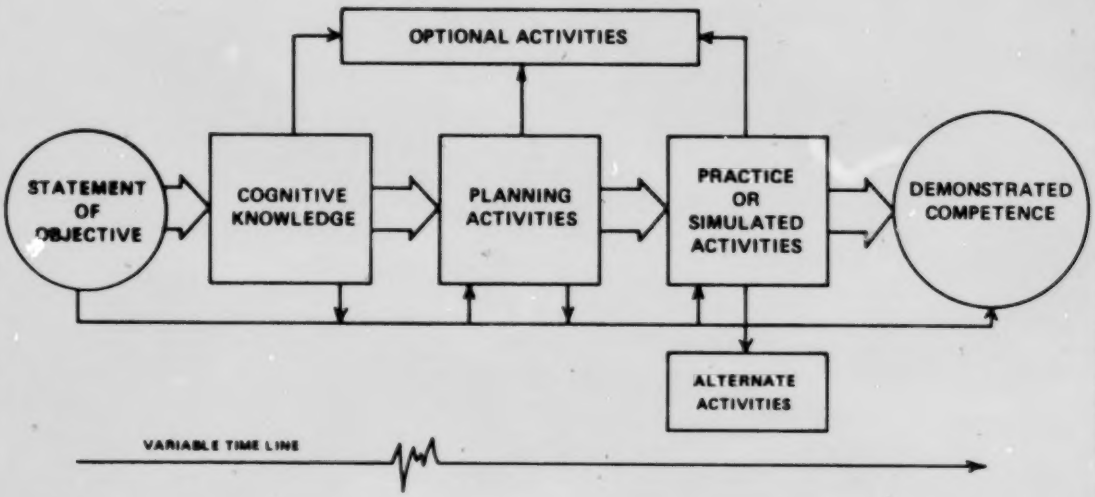

Figure 2. Typical Instructional Sequence for CVE Modules

The last learning experience in every module is the final experience. This experience is the one in which the learner's ability to perform the desired competency will be assessed by a qualified resource person using a criterion-referenced "Administrator Performance Assessment Form." The objective of the final experience is the terminal objective. It describes the specific competency the administrator is expected to demonstrate while working in an actual administrative situation.

For more information about the format and purpose of the various components of the administrator modules developed, the reader is referred to the user's guide mentioned earlier and to the Module Development Handbook by Karen Quinn, et al. both of which are available from The Center for Vocational Education. The latter publication describes in considerable detail the components of The Center's 100 PBTE modules and provides guidelines for constructing the various components of a module. While the administrator and teacher module format differs slightly, the basic design and component parts are similar.

Develop Modules and User's Guide

A variety of approaches was used in the actual development of the modules. While a team of two staff members were assigned responsibility for the development of each module, one staff member assumed primary responsibility for its conceptualization, review of literature, and drafting. Three content specialists were employed as consultants to help draft module information sheets and/or review drafts written by project staff in developing four of the modules. Two modules were written entirely by project staff. In all cases, the modules underwent careful review by at least one other experienced curriculum writer and content specialist before being prepared for field testing. In most cases, practicing local administrators were also employed to review and critique the modules either before the field testing or concurrently with the field test.

The major tasks involved in the module development process and their sequence of completion follows:

1. Agree upon task statements to be covered
2. Conduct literature search
3. Review literature and draft outline of proposed module
4. Obtain staff critique of proposed module
5. Select consultant and/or assign staff member to develop module
6. Orient consultant or staff member

7. Consultant and/or staff member drafts written material

8. Rough type written material for team review purposes

9. Team member review and critique of drafted module

10. Revise, format, and edit module

11. Obtain independent internal and/or external review(s) and revise again, if necessary

12. Type copy for duplication

13. Prepare graphic illustrations

14. Proofread and paste-up module

15. Print module for field testing and field reviews

During the development process, a series of detailed criteria for the development of the various components of a module were used as quality control guidelines by the staff members and consultant writers. These criteria may be found in the Module Quality Review Checklist contained in Appendix B.

Once final agreement was obtained on the administrator module format to be used, one staff member was assigned the task of developing a user's guide. Although it was a difficult goal to accomplish, the user's guide was written so that it would be helpful to both the resource person (trainer) and the administrator (trainee) using the modules. It is hoped that the user's guide, with its explanation of important concepts and the module format, will help ensure transportability of the materials. The user's guide contains the following major sections:

Introduction
The Administrator and Competency-Based Education
The Research Base
The Curricular Materials
Major Components of a Module
Role of the Resource Person
Using the Modules

Field Test the Materials

Concurrent with the development process, field testing of the modules began once the first one came off the presses. Four field-test sites were carefully selected to provide for testing under real-world conditions in four geographically diverse locations and in four different types of instructional programs. They were tested in an Extern program at the University of Tennessee, in an Intern program at Kent State University, in a special state-funded inservice education project for local

administrators at Utah State University, and in a graduate course setting at The Ohio State University.

The field-test coordinators were individually oriented to the module format and suggested procedures for effective use. They were also familiarized with the "Guidelines for Field Testing Competency-Based Vocational Administrator Curricula" which were specifically prepared to help guide and standardize field-test procedures. See Appendix C for a copy of these guidelines. As the guidelines were reviewed, the instrumentation to be completed by each trainee and resource person for each module tested, was also explained.

Instruments for the trainees and resource persons were developed with three primary objectives in mind. First, since field testing was primarily a type of formative evaluation, the major objective was to collect the most useful feedback that could be obtained for revision purposes. Specific suggestions for improving the content and learning activities of each module were particularly sought. Second, some measure of module effectiveness was desired to ascertain whether any learning took place as a result of module completion; hence some pre- and posttest data was gathered. Third, it was felt that the data collection effort should be as unobtrusive to the learning process as possible. This meant that the number of instruments used and the time required for their completion had to be kept to a minimum.

With these factors in mind, instrumentation similar to that which had been successfully used to collect field-test data on 100 PBTE modules was selected and modified to meet the needs of this project. Instruments completed by each trainee for each module used consisted of the following:

a. Pre-Estimate of Performance.--This instrument was specifically tailored to the skills contained in each module and asked the trainees their own perception of their ability to perform ten to twelve tasks related to the overall competency of concern. This instrument was to be completed before beginning the module and was estimated to require only five to ten minutes to complete.

b. Post-Estimate of Performance.--This was exactly the same instrument as the pre-estimate of performance and was to be completed after taking the module. It was felt this data, when compared with the pre-estimate of performance, would provide one reasonable measure of each module's learning effectiveness.

c. Student's Feedback Instrument.--This instrument, which was common for all the modules, consisted of both objective response and open-ended response items. Its purpose was twofold: (1) to obtain the frank reactions of trainees to the module immediately after using it and

(2) to elicit as many specific suggestions as possible for ways the module could be improved.

Instruments completed by each resource person (instructor) for each module used with trainees consisted of the following:

a. Administrator Performance Assessment Form.--This instrument was the final criterion-referenced evaluation instrument contained in the final learning experience of each module. It usually consisted of 15-30 specific items and was to be used by the resource person to assess the administrator's performance in an actual administrative situation.

b. Resource Person's Feedback Instrument.--This instrument, like the Student's Feedback Instrument, was common for all the modules and consisted of both objective response and open-ended response items. Its purpose was to obtain the frank reactions of resource persons to the various components of the modules they used with trainees, and further, to elicit as many specific suggestions as possible for ways the module could be improved. Each resource person was asked to complete one instrument for each module they used regardless of the number of trainees involved.

Another feedback instrument was developed to obtain reactions to the module user's guide. Each field-test coordinator was asked to react to the format and content of the guide and to provide suggestions for its improvement.

For sample copies of the module Estimate of Performance and Administrator Performance Assessment Forms, see Appendix D. For a copy of the Student's Feedback Instrument and the Resource Person's Feedback Instrument, see Appendix E.

Revise Modules and User's Guide

Revision of the modules and user's guide was completed entirely by a team of two project staff members using all the available field test data. Every effort was made to incorporate the recommendations of the trainees and resource persons in the revision process. An arbitrary goal of obtaining between 25 to 50 student (trainee) tests of each module from persons located at two or more of the field-test locations was established. Once a sufficient amount of data had been obtained on a given module, the data was manually tabulated and summarized for use in the revision process.

The field-test data summary and the module itself were independently reviewed by each revision team member. The team then met to discuss and agree upon the revisions to be made. One member of the team then revised the module and submitted it

to the other team member for final review and approval. Fortunately, as the data in the results chapter indicates, the feedback received on all six modules was quite positive, hence only minor revisions were necessary.

A similar procedure was used to revise the user's guide. The content of the guide was expanded and several additional illustrations were added.

Publish and Disseminate Materials

Camera-ready copy of the modules and user's guide has been prepared and the materials are currently ready for publication and dissemination. Dissemination of the modules, user's guide, and related project reports will be through The Center's cost-recovery publications unit and through regular ERIC channels. The dissemination activities already conducted include the following activities:

1. A brief announcement of the project appeared in the August 1975 Centergram. This newsletter is published by The Center and is nationally disseminated to approximately 13,000 persons.

2. A brief announcement of the project was placed in a brochure describing Performance-Based Vocational Teacher Education Curricula. This brochure has been distributed to an estimated 5,000 persons.

3. The objectives of and procedures being used in the project were the subject of a presentation that was delivered by the project director to a group of approximately 50 administrators attending the National Leadership Seminar for Administrators of Vocational Education in Large Cities in March 1976.

4. A presentation on "Development of Competency-Based Instructional Materials for Local Vocational Education Administrators" was made by the project director at the National Vocational Education Research Conference on Improving the Local Administration of Vocational Education held at Michigan State University, May 11-13, 1976.

5. A specially designed descriptive brochure was prepared for dissemination in August 1976. Approximately 3,000 of these brochures have been distributed nationally. See Appendix F for a copy.

6. A paper entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education" was prepared and presented by the project director at the National Conference on Improving

Preservice Training of Local Administrators of Vocational Education held at Gatlinburg, Tennessee, February 1977.

7. Two presentations, including one prepared paper, were presented at the 1977 American Vocational Association Convention at Atlantic City. One presentation before approximately 500 members of the National Council of Local Administrators was entitled "Competency-Based Local Administration." The second presentation before approximately 200 persons attending a Trade and Industrial Education session was entitled "Competency-Based Administrator Education Programs and Materials."

A number of additional dissemination activities have been planned for the near future. They include:

1. Sample materials will be presented and discussed at the 1977-78 USOE EPDA sponsored national training program entitled "Personnel Development for Local Administrators of Vocational Education." The national workshop to be held in February 1978 will be attended by three-person teams of administrator educators from ten states.

2. A presentation will be made by the project director at the 1978 USOE EPDA sponsored National Leadership Conference for Administrators of Vocational Education in Large Cities in April.

3. An announcement of the availability of the administrator modules and other products will appear in the Centergram as soon as materials are published and ready for public sale.

4. A second descriptive brochure will also be prepared and widely disseminated at national conferences and workshops and to Center visitors. This brochure will include descriptions of the products as well as prices and ordering information.

5. Brief announcements of the availability of the administrator materials will be prepared for publication in various vocational journals and educational magazines.

CHAPTER 3: RESULTS

This chapter summarizes the major results obtained from the procedures used in the curriculum development, field testing, and dissemination phases of the project.

Materials Development

Six priority modules were developed following the procedures outlined earlier. Their titles in the sequence in which they were developed follow:

Organize and Work with a Local Vocational Education Advisory Council

Establish a Student Placement Service and Coordinate Follow-up Studies

Supervise Vocational Education Personnel

Appraise the Personnel Development Needs of Vocational Teachers

Develop Local Plans for Vocational Education: Part I

Develop Local Plans for Vocational Education: Part II

One 20-page user's guide was also developed for use by both the trainer and trainee. It is designed to orient interested persons both to competency-based education concepts and competency-based administrator materials.

A one-page description of each of the six modules and user's guide may be found in Appendix G.

Materials Field Testing

All six of the modules were tested by administrator trainees in at least two of the field-test locations, and three of the modules were tested at three different locations. It should be noted that field testing was on a voluntary basis and no attempt was made to force testing upon any trainee or upon any cooperating institution. Field testing guidelines specifically call for use of each module only with trainees who had a need for and interest in acquiring the competency in question. See Table 1 for information on the number of institutions testing each individual module.

A glance at Table 1 will reveal that the number of trainees completing the Pre- and Post-Estimate of Performance instrument ranged from a high of 42 trainees who utilized the Establish a Student Placement Service and Coordinate Follow-up Studies module

TABLE I

ADMINISTRATOR MODULE TESTING SUMMARY: NUMBER OF TESTS AND INSTRUMENTS COMPLETED PER MODULE

Name of Instrument	Abbreviated Module Title*: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
Pre-Estimate of Performance	29	42	33	12	25	25
Post-Estimate of Performance	29	42	33	12	25	25
Student's Feedback Instruments	29	35	33	12	25	25
Resource Person's Feedback Instruments	3	4	4	2	1	
Number of Institutions Field Testing	3	3	3	2	2	2

*Titles are abbreviated to save space, see Appendix G for full module titles.

to a low of 12 trainees who completed the Appraise the Personnel Development Needs of Vocational Teachers module. The goal of obtaining field testing on all modules was achieved and the goal of obtaining at least 25 field tests of each module was achieved on all but one module.

The number of usable Student's Feedback Instruments completed on the modules ranged from a high of 35 instruments to a low of 12 instruments. One or more Resource Person's Feedback Instruments were completed on all but one module.

The Estimate of Performance data which is summarized in Tables 2 through 7 for each one of the modules indicates considerable growth between pretesting and posttesting in the trainee's perceived ability to perform specific sub-tasks relating to each competency. As a group it is reasonable to say that the trainees moved from a pretest score of about "fair" to a posttest score of

TABLE 2

ESTIMATE OF PERFORMANCE SUMMARY: FREQUENCY DISTRIBUTIONS, MEAN SCORES, AND DIFFERENCE BETWEEN MEANS FOR ORGANIZE AND WORK WITH A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

N=29

At this time how well can you perform (execute) the following tasks?		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
1. Identify the responsibilities appropriate to an advisory council	Pretest	2	12	13	2	2.52	.65
	Posttest	0	1	22	6	3.17	
2. Prepare an acceptable advisory council charter	Pretest	13	8	8	0	1.83	1.17
	Posttest	0	6	17	6	3.00	
3. Prepare an appropriate statement of purposes for formation of an advisory council	Pretest	3	14	11	1	2.34	1.23
	Posttest	0	4	20	4	3.57	
4. Obtain administrative and board of education approval to establish an advisory council, using appropriate procedures	Pretest	3	3	17	6	2.90	.48
	Posttest	0	0	18	11	3.38	
5. Prepare agendas that cover all key topics for the first and second advisory council meetings	Pretest	2	11	10	6	2.69	.72
	Posttest	0	0	17	12	3.41	
6. Transfer leadership gradually to the council members	Pretest	3	13	10	3	2.45	.65
	Posttest	0	2	22	5	3.10	
7. Carry out your responsibilities as school representative and advisor to the council	Pretest	2	11	13	3	2.59	.72
	Posttest	0	1	18	10	3.31	
8. Assist the council in developing an appropriate set of by-laws	Pretest	6	10	12	1	2.28	.82
	Posttest	0	0	26	3	3.10	
9. Assist the council in developing an annual program of work	Pretest	4	13	11	1	2.31	.79
	Posttest	0	4	18	7	3.10	
10. Provide support and recognize individual council members for their contributions	Pretest	2	6	18	3	2.76	.65
	Posttest	0	1	15	13	3.41	

TABLE 3

ESTIMATE OF PERFORMANCE SUMMARY: FREQUENCY DISTRIBUTIONS, MEAN SCORES, AND DIFFERENCE BETWEEN MEANS FOR ESTABLISH A STUDENT PLACEMENT SERVICE AND COORDINATE FOLLOW-UP STUDIES

N=42

At this time how well can you perform (execute) the following tasks?		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
1. Assess the placement needs and related characteristics of students and the community.....	Pretest	6	20	14	2	2.29	.90
	Posttest	0	5	24	13	3.19	
2. Determine the goals and objectives of a placement service which will effectively serve your school.....	Pretest	7	14	16	5	2.45	.84
	Posttest	0	1	28	13	3.29	
3. Form and work with an ad hoc placement planning committee.....	Pretest	10	11	15	6	2.40	.84
	Posttest	0	4	23	14	3.24	
4. Hire a qualified placement staff.....	Pretest	9	15	13	5	2.33	.86
	Posttest	0	7	20	15	3.19	
5. Work with school staff and administration, placement staff, and committee to maintain and evaluate the placement service.....	Pretest	2	19	15	6	2.60	.76
	Posttest	0	2	23	17	3.36	
6. Determine when follow-up studies should be conducted.....	Pretest	7	14	12	9	2.55	.93
	Posttest	0	3	16	23	3.48	
7. Determine the follow-up procedure(s) which would best obtain the desired results.....	Pretest	10	15	13	4	2.26	.90
	Posttest	0	2	23	17	3.36	
8. Assign specific responsibility for organizing and conducting the follow-up studies.....	Pretest	8	11	18	5	2.48	.76
	Posttest	0	3	26	13	3.24	
9. Develop a plan for conducting follow-up studies.....	Pretest	8	15	14	5	2.38	.95
	Posttest	0	5	18	19	3.33	
10. Oversee the follow-up activities.....	Pretest	3	16	16	7	2.64	.76
	Posttest	0	2	21	19	3.40	

TABLE 4

ESTIMATE OF PERFORMANCE SUMMARY: FREQUENCY DISTRIBUTIONS, MEAN SCORES, AND DIFFERENCE BETWEEN MEANS FOR SUPERVISE VOCATIONAL EDUCATION PERSONNEL

N=33

At this time how well can you perform (execute) the following tasks?		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
1. Identify staff members' responsibilities in collaboration with faculty.....	Pretest	2	13	17	1	2.52	.54
	Posttest	0	3	25	5	3.06	
2. Carefully match these responsibilities with each staff member's capacities and interests.....	Pretest	4	17	10	2	2.30	.70
	Posttest	0	5	23	5	3.00	
3. Give appropriate approval and praise to staff for successful completion of responsibilities.....	Pretest	1	2	22	7	3.09	.39
	Posttest	0	1	15	17	3.48	
4. Assist and encourage staff to experiment with new teaching activities and procedures.....	Pretest	1	11	15	6	2.79	.39
	Posttest	0	3	21	9	3.18	
5. Organize and conduct a staff meeting using teacher input on the agenda and in the meeting.....	Pretest	3	8	17	5	2.73	.48
	Posttest	0	6	14	13	3.21	
6. Establish procedures in the school that encourage staff suggestions and ideas in decision-making.....	Pretest	2	13	16	2	2.55	.54
	Posttest	0	4	23	7	3.09	
7. Establish appropriate communication channels in the school for disseminating major decisions.....	Pretest	3	13	17	1	2.47	.74
	Posttest	0	1	24	8	3.21	
8. Schedule a reasonable amount of personal time so as to be readily available to staff for consultations...	Pretest	2	11	19	1	2.58	.61
	Posttest	0	3	20	9	3.19	
9. Encourage and participate in staff social activities.....	Pretest	0	8	17	7	2.97	.55
	Posttest	0	1	14	18	3.52	
10. Interact with staff in a warm and friendly manner at coffee, lunch, and other breaks.....	Pretest	0	4	19	10	3.18	.46
	Posttest	0	0	12	21	3.64	

TABLE 5

ESTIMATE OF PERFORMANCE SUMMARY: FREQUENCY DISTRIBUTIONS, MEAN SCORES, AND DIFFERENCE BETWEEN MEANS FOR APPRAISE THE PERSONNEL DEVELOPMENT NEEDS OF VOCATIONAL TEACHERS

N=12

At this time how well can you perform (execute) the following tasks?		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
1. Explain the purpose and need for a personnel development appraisal program to teachers.....	Pretest	0	9	3	0	2.25	.75
	Posttest	0	2	8	2	3.00	
2. Develop with teachers a comprehensive program of assessment.....	Pretest	1	8	2	0	2.09	.81
	Posttest	0	2	9	1	2.92	
3. Select appropriate instruments to use in a teacher appraisal program.....	Pretest	1	11	0	0	1.92	.75
	Posttest	0	4	8	0	2.67	
4. Explain the variety of available teacher assessment procedures.....	Pretest	2	8	2	0	2.00	.75
	Posttest	0	4	7	1	2.75	
5. Conduct a pre-observation conference on appraisal with teachers.....	Pretest	2	5	5	0	2.25	.75
	Posttest	1	0	9	2	3.00	
6. Objectively use instruments appropriate to the assessment being made.....	Pretest	1	8	3	0	2.17	.75
	Posttest	0	2	9	1	2.92	
7. Conduct the classroom or laboratory observation in an unobtrusive manner.....	Pretest	1	5	5	1	2.50	.67
	Posttest	0	0	10	2	3.17	
8. Put the teacher at ease by conducting the observation in a friendly and supportive manner.....	Pretest	1	3	5	3	2.83	.42
	Posttest	0	1	7	4	3.25	
9. Use videotape equipment in recording and evaluating the teacher's performance.....	Pretest	4	0	8	0	2.33	.31
	Posttest	1	2	8	0	2.64	
10. Conduct a relaxed and uninterrupted post-observation conference with the teacher.....	Pretest	1	4	7	0	2.50	.42
	Posttest	0	2	9	1	2.92	

TABLE 5 (continued)

		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
11. Give appropriate feedback on the performance to the teacher in a non-threatening manner.....	Pretest	0	4	7	1	2.75	.42
	Posttest	0	1	8	3	3.17	
12. Recommend appropriate follow-up personnel development activities based on the results of the assessment.....	Pretest	1	5	6	0	2.42	.68
	Posttest	0	1	10	1	3.10	

TABLE 6

ESTIMATE OF PERFORMANCE SUMMARY: FREQUENCY DISTRIBUTIONS, MEAN SCORES, AND DIFFERENCE BETWEEN MEANS FOR DEVELOP LOCAL PLANS FOR VOCATIONAL EDUCATION: PART I

N=25

At this time how well can you perform (execute) the following tasks?		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
1. Interpret federal legislation that pertains to local vocational education planning.....	Pretest	9	12	2	0	1.70	.84
	Posttest	0	11	13	0	2.54	
2. Analyze factors pertinent to the community planning base.....	Pretest	3	16	6	0	2.12	.80
	Posttest	1	3	17	3	2.92	
3. Determine student needs and interests.....	Pretest	1	5	16	3	2.84	.28
	Posttest	1	1	17	6	3.12	
4. Assess adult training needs and interests.....	Pretest	2	9	13	1	2.52	.36
	Posttest	1	3	18	2	2.88	
5. Gather manpower demand data pertinent to the national, state, and local levels.....	Pretest	7	14	4	0	1.88	.56
	Posttest	1	12	12	0	2.44	
6. Conduct an area survey of employers to collect local manpower data.....	Pretest	1	6	15	3	2.80	.03
	Posttest	1	5	15	3	2.83	
7. Define appropriate geographic and occupational boundaries for the planning effort.....	Pretest	4	10	11	0	2.28	.30
	Posttest	2	7	14	1	2.58	
8. Assemble appropriate manpower supply data for the area and state.....	Pretest	8	14	3	0	1.80	.76
	Posttest	2	7	16	0	2.56	
9. Assemble all needs data in appropriate and understandable form.....	Pretest	7	10	8	0	2.04	.38
	Posttest	2	10	12	0	2.42	
10. Analyze the vocational education needs assessment data.....	Pretest	4	14	6	0	2.08	.63
	Posttest	2	5	15	2	2.71	

TABLE 6 (continued)

		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
11. Identify the vocational programs and support services needed.....	Pretest	2	13	9	1	2.36	.48
	Posttest	2	4	15	4	2.84	
12. Document and prioritize the programs and services needed.....	Pretest	5	14	6	0	2.04	.54
	Posttest	2	7	14	1	2.58	

TABLE 7

ESTIMATE OF PERFORMANCE SUMMARY: FREQUENCY DISTRIBUTIONS, MEAN SCORES, AND DIFFERENCE BETWEEN MEANS FOR DEVELOP LOCAL PLANS FOR VOCATIONAL EDUCATION: PART II

N=25

At this time how well can you perform (execute) the following tasks?		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
1. Develop program goal statements at each of the appropriate levels	Pretest	2	16	6	1	2.24	.56
	Posttest	0	7	16	2	2.80	
2. Develop appropriate and measurable program objectives for each vocational program and supportive service	Pretest	4	13	8	0	2.16	.72
	Posttest	0	5	18	2	2.88	
3. Involve staff members and advisory personnel at appropriate times in the planning process	Pretest	1	5	18	1	2.76	.36
	Posttest	0	2	18	5	3.12	
4. Give leadership to the development of alternatives for each program goal	Pretest	2	12	11	0	2.36	.52
	Posttest	0	4	20	1	2.88	
5. Appraise the likely effectiveness and impact of proposed alternatives	Pretest	4	17	3	1	2.04	.80
	Posttest	0	5	19	1	2.84	
6. Estimate the cost of each proposed alternative	Pretest	6	15	4	0	1.92	.72
	Posttest	0	10	14	1	2.64	
7. Select relevant decision-making criteria for selection of best alternatives	Pretest	3	16	6	0	2.12	.60
	Posttest	0	8	16	1	2.72	
8. Prepare a work breakdown structure of proposed events and activities	Pretest	3	14	8	0	2.20	.60
	Posttest	0	9	12	4	2.80	
9. Prepare a management plan for guiding implementation of the local plan	Pretest	4	11	10	0	2.24	.52
	Posttest	0	7	17	1	2.76	
10. Develop a local application for federal and state vocational funds	Pretest	7	13	5	0	1.92	.96
	Posttest	0	8	12	5	2.88	

TABLE 7 (continued)

		(1) Poor	(2) Fair	(3) Good	(4) Excellent	Mean	Difference
11. Select appropriate strategies and techniques for evaluation of the programs and services.....	Pretest	3	16	5	1	2.16	.76
	Posttest	0	6	15	4	2.92	
12. Develop an evaluation plan that will provide for the collection and use of both formative and summative evaluation data.....	Pretest	6	16	3	0	1.88	.92
	Posttest	0	7	16	2	2.80	

approximately "good" when looking across each of the 10-12 sub-items per module. All modules showed some gain between pretest and posttest scores on every single item. See Tables 2 through 7 for the frequency distributions and the specific gains made on each item for each module.

A t test was computed on the test scores from each module to ascertain how significant, statistically, the gains between pretest and posttest were. A total of 66 items were analyzed from the six modules. The number of respondents per module varied from 12 to 42 persons. Given the above, a test of significance (t test) was computed by matching the mean pretest and posttest score for each item and then grouping the items into the modules. Therefore, a t score for each module, computed from the mean scores on each item, appears in Table 8.

TABLE 8

SUMMARY OF ESTIMATE OF PERFORMANCE MEAN SCORES ACROSS ALL ITEMS PER MODULE, DIFFERENCES BETWEEN MEANS, AND t SCORES

	Posttest Mean	Pretest Mean	Difference Between Means	t Score	Statistical Significance
Advisory Council (n=10)	3.26	2.47	+.79	10.67	$p < .001$
Placement and Follow-up (n=10)	3.31	2.44	+.87	35.22	$p < .001$
Supervise Personnel (n=10)	3.26	2.72	+.54	15.21	$p < .001$
Appraise Needs (n=12)	3.55	2.80	+.75	14.73	$p < .001$
Planning: Part I (n=12)	3.24	2.65	+.59	8.46	$p < .001$
Planning: Part II (n=12)	3.40	2.60	+.80	16.00	$p < .001$

In studying the above table, the data reveals that the participants perceived that their skills increased as a result of the modules. The differences between the pretest means and posttest means ranged from +.59 to +.87. The t test revealed that

the growth on all six modules was statistically significant at the .001 level.* Although these results do not imply that growth on each item was significant, they do reveal that overall, the growth on each module was significant.

The data collected on the Student's Feedback Instrument for each of the six modules is presented in Table 9.

An examination of the background data reveals that most of the administrators had either a bachelor's or master's degree and considerable years of teaching experience. The administrators who completed the modules included a number of preservice administrators as well as a large number of both secondary and post-secondary inservice administrators. All instructional areas were being administered by the trainees, with trade and industrial education being reported most often.

Much information about reactions by the trainees to various parts of each module is presented in items #8 through 31 in Table 9. The reader is referred to this table for this information.

Item #31 of the feedback instrument asked the trainees to "Compare your experience in completing this module with your traditional college education courses" on seven different factors. On the following five factors, a large majority of the trainees clearly preferred the module over traditional instruction:

a. Generally more interesting
b. Activities are more motivating
c. Allows more opportunity to work at own pace
d. Helps achieve greater competency
e. More efficient in use of time

Except for one of the program planning modules, a large majority of the trainees also indicated that the modules "provide a greater variety of experience." On the "allows more personal contact" factor, the response was mixed. In two cases the traditional method was selected as clearly "allowing for more personal contact," but in the case of the placement and follow-up module, the module was selected.

Perhaps, in a global sense, items #32, 33, and 34 tell a very important part of the story about the administrators' overall reactions to their experience with the modules. In response to the question "Did you enjoy this method of instruction more than conventional methods," a large majority responded either "yes" or "definitely yes." No one responded "definitely not."

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*The probability that the observed differences occurred by chance (rather than because of the training program) is equal to or less than 1 in 1,000.

TABLE 9

SUMMARY OF STUDENT'S FEEDBACK INSTRUMENTS:
FREQUENCY OF RESPONSE PER ITEM PER MODULE

Item	Abbreviated Module Title**					
	Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
A. BACKGROUND DATA						
1. Amount of post-secondary education*						
(1) none			1			
(2) one year						
(3) two years						
(4) three years		1	1			
(5) Bachelor's Degree	11	17	15	2	10	10
(6) Master's Degree	17	17	16	10	15	15
(7) Education Specialist	1					
(8) Doctorate						
2. Years of teaching experience						
(1) none		1	3	1		
(2) one	1	1	8		1	1
(3) two		5			1	
(4) three to five	3	7	13		4	4
(5) more than five	25	21	8	11	19	20
3. Currently or administrator in last three years						
(1) yes, at post-secondary level	4	3	4	1	2	4
(2) yes, at secondary level	19	7	10	9	8	8
(3) yes, other	4	1		1	5	7
(4) no	2	24	18	1	10	6

*Questions are abbreviated to save space, see Appendix E for complete questions.
**Titles are abbreviated to save space, see Appendix G for full module titles.

TABLE 9 (continued)

Item	Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
	Abbreviated Module Title					
4. Instructional area(s) administered						
(1) agricultural education	15	8	8	8	9	6
(2) business and office	14	9	11	9	7	12
(3) distributive education	10	9	7	6	3	8
(4) health education	12	6	7	8	6	6
(5) home economics	15	7	8	9	10	9
(6) industrial arts	7	8	9	9	3	4
(7) technical education	7	4	12	6	3	5
(8) trade and industrial	18	9	10	9	14	12
(9) other	9	6	3	2	3	5
(10) none, in preservice program	1	13	13	1	2	3
B. MODULE DATA						
5. Type of credit received						
(1) undergraduate	1	1	1			
(2) graduate	21	27	28	8	12	8
(3) salary				1	4	
(4) certification	1	7	4		7	6
(5) other	7		5	3	2	9
6. Number of modules completed						
(1) 0-1	27	4	20	1	22	6
(2) 2-3	2	30	11	3	1	18
(3) 4-5			2	7	1	
(4) 6 or more				1	1	1
7. Hours spent completing module						
(1) range	1-25	2-20	2-30	3-30	2-30	1-35
(2) average	6.1	12.3	11.1	12.3	5.9	7.4

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
8. Did the module require a reasonable amount of time considering the competency involved?						
(1) definitely yes	6	8	12	2	6	4
(2) yes	20	17	15	9	18	17
(3) not sure	1	4	4	1	1	3
(4) no	2	2	1			1
(5) definitely not						
9. Which was most significant in achieving competency described in objective?						
(1) the module itself	23	30	26	11	21	18
(2) the resource person	12	11	15	2	5	5
(3) peers in class	7	2	16	2	5	8
(4) other resources	4	11	11	1	2	4
10. Number of times asked resource person for help						
(1) once	12	18	18	4	9	13
(2) two times	7	4	5	4	5	2
(3) three times	5	3	3		3	3
(4) four times					1	
(5) five or more times						
11. Did the introduction clearly explain the purpose?						
(1) definitely yes	12	15	14	5	7	8
(2) yes	16	19	18	5	15	16
(3) not sure	1		1		2	2
(4) no					1	
(5) definitely not						

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
12. Were the directions within the module easily understood?						
(1) definitely yes	10	15	14	4	6	5
(2) yes	18	19	18	7	18	18
(3) not sure			1		1	1
(4) no						
(5) definitely not						
13. Were the objectives clearly stated?						
(1) definitely yes	7	12	16	4	4	5
(2) yes	21	22	15	7	13	19
(3) not sure			1		8	1
(4) no						
(5) definitely not						
14. Learning experiences started						
(1) I	22	33	29	10	20	21
(2) II	23	28	29	9	14	19
(3) III	21	29	28	9	15	18
(4) IV	15	5	10	3	15	18
(5) V					5	9
15. Learning experiences completed						
(1) I	24	31	28	10	20	17
(2) II	23	31	29	10	17	21
(3) III	21	30	28	9	16	14
(4) IV	16	5	10	4	19	15
(5) V					3	3

TABLE 9 (continued)

Item	Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
	Abbreviated Module Title					
16. Did you complete the optional learning activities?						
(1) yes, most of them	12	3	6	1	2	3
(2) yes, a few of them	6	14	12	6	8	9
(3) no	10	17	15	4	14	12
17. Were the learning experiences clear and easy to understand?						
(1) definitely yes	5	11	14	1	4	14
(2) yes	21	23	18	9	17	9
(3) not sure	1		1		3	2
(4) no						
(5) definitely not						
18. Were learning experiences realistic?						
(1) definitely yes	4	11	10	2	3	1
(2) yes	24	19	18	9	14	19
(3) not sure		3	2		3	3
(4) no			2		4	2
(5) definitely not			1			
19. Adequacy of content in information sheet(s)						
(1) too much detail	1	3	3	1	2	2
(2) just about right	26	31	29	11	21	23
(3) too little detail	1		1		1	

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
20. Was information consistent?						
(1) definitely yes	4	9	7	3	1	17
(2) yes	21	24	24	9	22	7
(3) not sure	2		2		2	1
(4) no						
(5) definitely not						
21. Did module help fill gaps in knowledge or ability without your repeating what you already knew?						
(1) yes, most of the time	15	21	18	4	9	11
(2) yes, some of the time	9	12	11	6	8	9
(3) yes, a few times	4	1	2	2	5	5
(4) no			2			
22. Is the module relevant to your professional development?						
(1) definitely yes	8	16	17	5	10	10
(2) yes	19	17	16	7	11	12
(3) not sure		1			3	5
(4) no						
(5) definitely not						
23. Does the module contain flagrant bias?						
(1) no	27	29	32	11	22	24
(2) yes	1	2	1	1	1	1

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
24. Did feedback keep you well informed about progress?						
(1) definitely yes	5	12	13	2	5	5
(2) yes	21	23	16	9	14	15
(3) not sure	2		4	1	5	5
(4) no						
(5) definitely not						
25. Was the format well organized?						
(1) definitely yes	7	15	14	3	6	6
(2) yes	21	18	18	9	14	18
(3) not sure			1		4	1
(4) no						
(5) definitely not						
26. How did you feel about the symbols used?						
(1) they were helpful	17	22	17	10	13	14
(2) they were not helpful	3	1	1		3	1
(3) they were interesting	8	11	17	5	5	12
(4) they were not interesting	1	3	2		1	2
(5) I liked them	6	8	13	5	4	2
(6) I disliked them	1	2	1		1	
27. How helpful were the graphic illustrations?						
(1) very helpful	6	6	3	3	6	5
(2) helpful	16	15	13	7	13	15
(3) of limited help	7	10	15	1	1	4
(4) of no help		1	1			1

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
28. How helpful were the samples?						
(1) very helpful	15	12	10	3	6	9
(2) helpful	14	12	17	7	16	13
(3) of limited help		3	2	1	1	3
(4) of no help		2				
29. How helpful was the color coding?						
(1) very helpful	10	8	10	5	8	8
(2) helpful	15	19	18	7	8	11
(3) of limited help	2	5	3		10	6
(4) of no help	2	1	2			
30. Did Estimate of Performance form help assess your instructional needs?						
(1) yes	19	22	14	9	14	11
(2) not sure	8	11	15	3	11	13
(3) no	1	2	2			1
31. Compare module with traditional instruction						
(1) generally more interesting						
Module	22	20	22	9	16	22
Traditional	5	8	7	1	6	3
(2) allows more personal contact						
Module	10	17	13	3	10	13
Traditional	17	12	11	7	11	13

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
(3) activities are more motivating						
Module	20	20	20	9	14	19
Traditional	7	7	6	3	7	3
(4) allows more opportunity to work at your own pace						
Module	15	19	28	10	24	25
Traditional	1	2	2	1		
(5) provides greater variety of experience						
Module	17	17	16	6	11	16
Traditional	7	12	8	3	11	8
(6) helps achieve greater competency						
Module	19	20	19	9	18	19
Traditional	5	5	4	1	2	2
(7) more efficient in use of time						
Module	23	27	24	9	9	22
Traditional	3	3	4	1	2	1
32. Did you enjoy this method of instruction more than conventional methods?						
(1) definitely yes	5	8	14	3	3	2
(2) yes	16	17	8	6	14	15
(3) not sure	6	4	12	2	6	5
(4) no	1	5	2	1	2	1
(5) definitely not						

TABLE 9 (continued)

Item	Abbreviated Module Title: Advisory Council	Placement and Follow-up	Supervise Personnel	Appraise Needs	Planning: Part I	Planning: Part II
33. Would you recommend this module to fellow administrators?						
(1) definitely yes	11	16	17	5	5	3
(2) yes	15	17	14	7	16	17
(3) not sure	3	2	2		2	3
(4) no					1	1
(5) definitely not						
34. Would you like to obtain additional skills by completing more modules of this type?						
(1) definitely yes	8	9	11	5	7	5
(2) yes	14	17	15	3	11	12
(3) not sure	6	6	4	1	3	4
(4) no	1	2	1	2	2	3
(5) definitely not			2			

To the question "Would you recommend this module to fellow administrators," an overwhelming majority responded either "yes" or "definitely yes." Only two persons responded "no" and no one responded "definitely not."

For some reason the response to the question "Would you like to obtain additional skills by completing more modules of this type" was less strongly positive. A majority, however, still responded "yes" or "definitely yes" on all six modules.

The overall feedback from the administrator trainees was extremely positive toward the modules themselves and toward the modularized approach to instruction.

Table 10 presents summary data from selected items on the Resource Person's Feedback Instrument. Because of the small number of resource persons involved in testing, the data is summarized only for selected items, and in order to help maintain confidentiality of responses, the data is summarized across all six modules.

On item #23, the respondents indicated that they felt all of the modules could be used "with ease" or "with some modification" in a group instructional setting.

To the question "Would you recommend this module to a fellow instructor in its present form," all but two of the respondents indicated they "definitely" would and those two indicated that they "probably" would.

To the question "Would you use this module again," all eleven respondents indicated they "definitely" would.

On the question of "Overall, how would you rate the quality of this module," nine responded "very good" and five responded "good."

As in the case of the administrator trainees' reactions, the resource persons reacted in a highly positive manner to the quality of the modules and to their instructional utility.

Materials Dissemination

Up to this point, dissemination has been limited primarily to the field testing sites and to the sharing of information about the research findings through presentations. In addition, workshop participants have been told about the modules, about the reactions of administrator trainees and resource persons to the modules, and they have had an opportunity to review sample field test versions of the module.

TABLE 10

SUMMARY OF SELECTED ITEMS FROM RESOURCE PERSON'S FEEDBACK INSTRUMENT: FREQUENCY OF RESPONSE PER ITEM ACROSS ALL MODULES

	Response
23. In your judgment, could this module be easily used in a group instructional setting?	
(1) yes, with ease	9
(2) yes, with some modification	4
(3) yes, with difficulty	
(4) no, not really	
28. Would you recommend this module to a fellow instructor in its present form?	
(1) definitely	11
(2) probably	2
(3) not sure	
(4) probably not	
(5) definitely not	
29. Would you use this module again?	
(1) definitely	11
(2) probably	
(3) not sure	
(4) probably not	
(5) definitely not	
30. Overall, how would you rate the quality of this module?	
(1) very good	9
(2) good	5
(3) average	
(4) poor	
(5) very poor	

The reactions to the materials have been very positive and the requests to obtain copies and to be placed on mailing lists to receive information about their availability and cost has exceeded all expectations. Using the procedures explained in Chapter III, dissemination will continue.

CHAPTER 4: CONCLUSIONS AND RECOMMENDATIONS

This phase of the project was designed primarily to develop and field test a series of prototypic competency-based instructional packages and a user's guide for use in the preparation of local administrators of vocational education. The conclusions and recommendations presented here are based upon the evidence collected and the experience of staff in conducting this phase of the project.

Conclusions

Given due consideration to the curriculum development procedures used and to the field-test results obtained, the following conclusions are warranted:

1. That according to the pre- and posttest Estimate of Performance data gathered, all six modules developed in this project are effective in helping administrator trainees achieve the designated competencies.

2. That both the administrator trainees and the resource persons (instructors) reacted very favorably to each of the six modules and to the use of modules as a method of instruction as compared with traditional college education courses.

3. That the field testing of modularized competency-based materials in a variety of instructional settings, and revision of the materials based on field-test results, is essential to maximizing the quality and effectiveness of such materials.

4. That the final clustering of competencies (task statements) for curriculum development purposes can best be done during the actual materials development process.

5. That criterion-referenced evaluation criteria for assessing each competency can best be established as curricular materials to deliver those competencies are developed.

6. That substantial and high quality curriculum development projects can be carried out in a relatively short time frame (1 1/2-3 years).

Recommendations

The following recommendations (based upon the procedures, results, and the investigator's experience in this development

project) are offered as a guide to other curriculum developers, program planners, and policy-makers:

1. That additional individualized and modularized competency-based administrator modules, such as the ones developed in this project, be developed so as to provide a comprehensive set of competency-based materials that will deliver upon all of the competencies identified and verified in the research phase of this project.

2. That competency-based administrator modules such as those developed in this project be used as a resource for delivering individualized competency-based vocational administrator education.

3. That more individualized and competency-based administrator education programs be established and operated to meet the personnel development needs of secondary and post-secondary vocational administrators.

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APPENDIX A

TENTATIVE CLUSTERS OF THE VERIFIED COMPETENCIES

Develop Local Plans for Vocational Education: Part I*

1. Survey student and parent interests.
2. Collect and analyze manpower needs assessment data.
5. Involve community representatives in program planning and development.
16. Interpret and apply state and/or federal vocational education legislation.
17. Interpret and apply other relevant state and federal legislation (such as CETA).
27. Analyze the school's and community's feelings toward educational change.
30. Design and oversee local research studies.
31. Interpret and use research results for program development and improvement.

Develop Local Plans for Vocational Education: Part II*

6. Obtain state and federal services and resources for program development.
7. Cooperate with district, county, regional, and state agencies in developing and operating vocational programs.
8. Prepare annual program plans.
9. Prepare and update long-range program plans.
10. Develop overall vocational program goals.
18. Develop plans for evaluating instructional programs.
32. Develop supplemental/remedial instructional programs to meet student needs.

Establish a Student Placement Service and Coordinate Follow-up Studies*

23. Initiate student and employer follow-up studies.
24. Analyze student and employer follow-up studies.
54. Oversee student job placement and follow-up services.

Appraise the Personnel Development Needs of Vocational Teachers*

81. Assess staff development needs.
82. Assist in the preparation of individual staff profiles.
83. Counsel with staff regarding personnel development needs and activities.

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*Title represents one of six modules developed by this project.

Supervise Vocational Education Personnel*

68. Counsel and advise staff on professional matters.
71. Oversee the work of teachers and other school personnel.
101. Represent teacher interests and concerns to other administrators and the board.
102. Develop effective interpersonal skills.
105. Develop cooperative problem-solving and decision-making skills.

Organize and Work with a Local Vocational Education Advisory Council*

109. Coordinate use of occupational (craft) advisory committees.
110. Organize and work with a general vocational advisory council.

Direct Curriculum Development

3. Direct occupational task analysis for use in curriculum development.
4. Direct the identification of entry-level requirements for jobs.
11. Coordinate district curriculum development efforts.
29. Coordinate local demonstration, pilot, and exemplary programs.
39. Establish and implement a curriculum design that will achieve the school's instructional goals.
40. Guide staff in integrating and articulating the vocational program with the total educational program.
46. Guide the articulation of secondary and post-secondary vocational program objectives.

Manage the Instructional Program

12. Approve courses of study.
13. Establish school admission and graduation requirements.
26. Assess student testing and grading procedures.
33. Establish instructional program entry and completion requirements.
37. Prepare a master schedule of course offerings.
49. Maintain a learning resources center for students.

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*Title represents one of six modules developed by this project.

Direct Program Assessment

19. Direct self-evaluation of the district vocational programs.
20. Involve external evaluation personnel in assessing program effectiveness.
21. Design and select instruments for evaluating the instructional program.
22. Evaluate the effectiveness of the instructional program.
25. Recommend curriculum revisions based on evaluation data.

Develop Professional Administrative Skills

96. Participate in professional meetings for self-improvement.
103. Read and use information from professional journals, reports, and related materials for self-improvement.
104. Apply management by objectives (MBO) techniques to personal work assignments.
106. Assess personal performance as an administrator.

Improve Professional Relationships

91. Maintain ethical standards expected of a professional educator.
92. Develop and maintain professional relationships with other administrators.
93. Develop and maintain professional relationships with state department of education personnel.
94. Develop and maintain relationships with personnel in professional organizations.
95. Participate in professional organizations.
97. Promote professional image through personal appearance and conduct.

Provide for Individual Student Needs

41. Promote the integration of vocational student organizational activities into the instructional program.
42. Provide for cooperative education programs.
43. Provide for supplemental/remedial instructional programs.
44. Provide for special needs programs.
45. Provide for adult/continuing education programs.
53. Oversee student guidance and testing services.

Provide Administrative Services for Students

36. Design and oversee student progress reporting procedures.
50. Oversee student recruitment activities.
51. Oversee school admission services.
52. Arrange for work study programs.
55. Provide for a student record-keeping system.

Maintain School Discipline

34. Establish student rules and policies (such as attendance and discipline).
35. Enforce student rules and policies.

Supervise School Personnel

57. Prepare and recommend personnel policies.
58. Prepare and maintain a personnel handbook.
64. Participate in negotiating staff working agreements.
65. Establish staff grievance procedures.
66. Resolve staff grievances and complaints.
67. Interpret the staff benefits program.
69. Schedule staff work loads.
70. Schedule staff leaves, vacations, and sabbaticals.
72. Provide for a staff record-keeping system.
73. Plan and conduct staff meetings.

Supervise the Improvement of Instruction

38. Guide staff in selecting and using effective instructional strategies (such as individualized instruction).
47. Approve selection of instructional equipment.
48. Approve selection of instructional materials.

Evaluate Staff Performance

75. Observe and evaluate staff performance.

Provide a Staff Development Program

84. Establish and maintain a staff learning resources center.
85. Conduct workshops and other inservice programs for professional personnel.
86. Arrange for workshops and other inservice programs for professional personnel.
87. Provide for inservice programs for supportive personnel.
88. Provide for preservice programs for professional personnel.
89. Arrange for staff exchanges with business and industry.
90. Evaluate staff development programs.
124. Conduct orientation programs for students and staff.

Select School Personnel

59. Assess program staffing requirements.
60. Prepare job descriptions.
61. Establish staff selection and recruitment procedures.
62. Recruit and interview potential staff.
63. Recommend potential staff to the administration and board.
76. Recommend staff promotions and dismissals.
78. Interpret and apply licensing and certification regulations.

Cooperate with Local and State Administrative Bodies

14. Recommend program policies to the administration and board.
15. Implement local board and administrative policies.
98. Assist with the development of state and/or federal plans for vocational education.
99. Participate in the development of vocational education legislation.
112. Prepare and recommend cooperative agreements with other agencies.
166. Prepare local, state, and federal reports.

Prepare Budgets

155. Prepare and regulate operational budgets.
156. Prepare and regulate program budgets.
157. Prepare and regulate capital improvement budgets.
158. Prepare long-range budgets based on total program requirements.

Manage Business Affairs

142. Assign space according to priority needs.
146. Develop and implement safety programs.
147. Establish emergency plans (such as fire and disaster).
148. Establish and oversee a security program.
149. Schedule and oversee community's use of facilities.
153. Establish purchasing and payment procedures.
154. Establish receiving and shipping procedures.
160. Analyze the cost of operating various instructional programs.
162. Approve all major expenditures.
163. Approve requisitions and work orders.
164. Determine insurance coverage needs.
165. Respond to business correspondence.

Manage Financial Affairs

152. Prepare and recommend financial policies.
159. Adopt an appropriate financial accounting system.

Obtain Financial Support

28. Write proposals for the funding of new programs and the improvement of existing programs.
161. Locate sources of funds for program development and operation.

Handle Legislative and Legal Matters

56. Interpret and apply student rights, laws, and regulations.
77. Provide guidance to the staff on legal matters affecting the school program.
79. Interpret and apply labor laws and regulations.
80. Interpret and apply affirmative action laws and regulations.
131. Interpret and apply public "right-to-know" laws and regulations.
145. Interpret and apply health and safety laws and regulations.

Provide Facilities for Vocational Education

132. Assess the need for physical facilities.
133. Conduct land and facility feasibility studies.
134. Recommend building sites.
135. Recommend the selection of an architect.
136. Oversee architectural planning.
137. Submit facility and equipment specifications.
138. Analyze building and equipment contract bids.
139. Recommend acceptance of new building.
141. Plan space requirements for programs.
150. Develop long-range facility and equipment plans.
151. Prepare and submit renovation and alteration plans.

Manage Physical Facilities

140. Procure equipment and furnishings.
143. Develop and implement an equipment and supply inventory system.
144. Establish preventive maintenance program for equipment and facilities.

Involve the Community in the Vocational Education Program

111. Develop working relationships with employers and agencies.
113. Involve community leaders (political and non-political) in school programs and activities.
114. Participate in school organizations.
115. Participate in community organizations.
117. Encourage staff participation in community civic, service, and social organizations.
118. Promote cooperative efforts of parent and teacher groups.
119. Conduct conferences with individuals relative to the vocational programs.
120. Meet and confer with visitors.
123. Conduct public hearings and meetings on school issues.

Plan the Public Relations Program

74. Prepare bulletins and other communications designed to keep staff informed.
107. Develop a plan for promoting good public relations.
108. Prepare and recommend public relations and communications policies.
129. Obtain and analyze informal feedback about the school.
130. Evaluate the public relations program.

Promote the Vocational Education Program

100. Prepare policy and commendation statements.
116. Promote good relationships between vocational and general education staff.
121. Conduct recognition programs for students, staff, and community supporters.
122. Make public presentations on school programs and activities.
125. Conduct recognition programs for students, staff, and community supporters.
126. Plan for exhibits and displays.
127. Develop materials to promote the vocational programs.
128. Write news releases for school and area media.

APPENDIX B

MODULE QUALITY REVIEW CHECKLIST

MODULE TITLE: _____

MODULE NO.: _____ REVIEWED BY: _____

Language

1.	New terminology is defined in the introduction or information sheets.	YES	NO
2.	The terminology is consistent throughout.	YES	NO
3.	The internal directions are simply and clearly stated, and complete.	YES	NO
4.	The performance objectives are stated in observable terms.	YES	NO
5.	The procedures describe the options available to the learner in completing the module.	YES	NO
6.	The activities clarify what the performance is, how to do it, and why it is necessary.	YES	NO
7.	The language is lively and interesting; not mechanical or pedantic.	YES	NO
8.	The language is geared to the level of an average reader in the target audience.	YES	NO

Learning Experiences

1.	Learning experiences are sequenced logically.	YES	NO
2.	Learning experiences do not overlap.	YES	NO
3.	Learning experiences lead directly to competency in the performance objectives.	YES	NO
4.	All required readings contribute directly to attaining the objectives.	YES	NO
5.	All required activities contribute directly to attaining the objectives.	YES	NO
6.	When an activity may be difficult to implement, alternate ways of completing the activity are provided.	YES	NO
7.	Optional learning activities are provided to give depth, variety, and flexibility to the learning experiences.	YES	NO
8.	A range of activities is provided to accommodate students of different abilities, needs, and interests.	YES	NO
9.	A range of activities is provided to allow for both individual and group work.	YES	NO
10.	Role playing activities include role descriptions and situations to guide anyone playing a role outside his/her own frame of reference.	YES	NO
11.	The learning activities are varied and interesting, with a minimum of repetition from one learning experience to another.	YES	NO
12.	Feedback is provided at the end of every learning experience.	YES	NO

Information Sheets (Criteria in the "Language" section apply here.)

1.	The module is self-contained, if at all possible.	YES	NO
2.	Information sheets contain up-to-date and accurate information.	YES	NO
3.	Information sheets are concrete and tangible; not vague generalities or lists of criteria; they tell "how to do it."	YES	NO
4.	Information sheets are relevant to vocational education, with examples drawn from various service areas of vocational education.	YES	NO
5.	Selected pages of outside resources are used as enrichment and/or reinforcement activities.	YES	NO
6.	Outside resources are not more than 10 years old (unless they are of exceptional value).	YES	NO
7.	Readings (information sheets and outside references) are complete in that they provide the learner with all information needed to complete the module.	YES	NO
8.	Outside references are standard enough that they should be readily available to any module user.	YES	NO

Self-Checks, Model Answers, Checklists

1.	Self-checks are thought provoking and require application of information; not rote responses.	YES	NO
2.	Self-checks comprehensively reflect the information provided in the learning experience.	YES	NO

3.	Self-checks are not obvious; they require an understanding of the knowledge important to achieving the competency.	YES	NO
4.	Model answers are provided to reinforce learning and clarify concepts.	YES	NO
5.	Checklists and assessment forms are stated in observable, performance terms.	YES	NO
6.	Checklists include all the criteria necessary for successful performance.	YES	NO
7.	Checklists actually assess the learner's progress toward the objective.	YES	NO
8.	Checklists are of reasonable length and complexity, with no more than 25-30 items.	YES	NO
9.	Alternatives to peer evaluation are provided for those learners who cannot arrange to work with peers.	YES	NO
10.	Each feedback device includes a stated level of performance.	YES	NO
11.	Evaluations provide for recycling if the level of performance is not met.	YES	NO

Media

1.	The media is applicable to all vocational service areas.	YES	NO
2.	The media illustrates, clarifies, reinforces, or extends the concepts introduced in the module; it doesn't simply repeat them.	YES	NO
3.	The media is realistic, i.e., the teacher, students, and real school setting are believable.	YES	NO
4.	The length of the media is reasonable (10 to 20 minutes).	YES	NO
5.	The media is interesting visually/aurally.	YES	NO
6.	The media is clear visually/aurally.	YES	NO
7.	If the media includes an exemplary instructor, the instructor:		
	a. relates well with students.	YES	NO
	b. uses student feedback.	YES	NO
	c. uses media or teaching aids where appropriate.	YES	NO
	d. presents information geared to the needs of the students.	YES	NO
	e. teaches on the basis of up-to-date learning theory.	YES	NO
8.	The media is free from racial and sex bias.	YES	NO
9.	The media is lively and action-oriented.	YES	NO
10.	The information is presented in a logical sequence.	YES	NO

Overall

1.	The module delivers on the objectives.	YES	NO
2.	The module meets format specifications.	YES	NO
3.	The module is internally consistent (objectives, activities, feedback devices, etc. do not contradict each other, directly or indirectly)	YES	NO
4.	No learning experience other than the final learning experience requires performance in an actual school situation.	YES	NO
5.	Opportunity is provided for practicing any performance which must be executed in the real world.	YES	NO
6.	The final learning experience requires performance in an actual school situation.	YES	NO
7.	The learning experiences are realistic; i.e., they do not require an unreasonable amount of prior knowledge or of time on the part of the learner.	YES	NO
8.	Implementation of the module is feasible and practical; i.e., it does not require an unreasonable amount of the resource person's time.	YES	NO
9.	Learning activities, information sheets, case studies, resources, etc. provide equitable representation of the various service areas in vocational education.	YES	NO
10.	An introductory statement is provided which motivates the student by explaining why the competency is needed, not simply what the competency consists of.	YES	NO
11.	An introductory statement is provided which places the module in a frame of reference with other modules in the category, and with the broad theory of vocational education.	YES	NO
12.	All necessary or desirable prerequisite competencies are listed.	YES	NO

APPENDIX C

GUIDELINES FOR THE FIELD TESTING OF COMPETENCY-BASED VOCATIONAL ADMINISTRATOR CURRICULA*

These guidelines were developed in order to facilitate the field testing of vocational administrator modules. These guidelines should enable resource persons to prepare for using the modules, administering test instruments, and collecting the data as necessary for reporting on module use and effectiveness.

These procedures were developed through the experience gained from previous module testing and the needs identified relative to curriculum testing and revision.

Performance-Based Professional Vocational
Education Curricula Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University

July, 1976

*For use by Center staff and designated personnel--not for release.

CURRICULA TESTING PROCEDURES

There are several critical aspects of the module testing which need to be carried out. All of the key steps must be incorporated into the testing process in order that standard and meaningful feedback data may be gathered. Specific recommended procedures are presented below, together with enough details to aid in the interpretation of what is to be accomplished.

1.0 Select students to participate in module testing (this will be done by the Resource Persons [Faculty Members]).

1.1 Students taking each module will do so voluntarily.

1.2 Each person taking the module will have the opportunity to perform and be assessed in the administrative role (externship, internship, inservice administrator, or other field experience) on the job. This requirement optional where assessment in an actual administrative situation is impossible.

1.3 Persons selected to take the module will not already have had extensive instruction in the content of the module.

1.4 A minimum goal of TEN persons will be sought for each module tested.

1.5 Every student involved in the testing process should be a preservice or inservice vocational administrator.

1.6 Before starting each module, all persons will have completed the prerequisites specified in that module, if any, or have been provided in some other manner the

background information needed to pursue the module.

2.0 For each module, check to insure that the necessary resources and facilities are available (this will be accomplished by the Resource Persons).

2.1 Examine the module "Resources" section to make certain that all learning resources, such as reading materials, media, special rooms, etc., are available in sufficient quantity and quality.

2.2 Identify appropriate facilities where the module may be tested (e.g., rooms for viewing videotapes or preparing special materials required by the modules).

3.0 Administer the "Estimate of Performance" form for the module being used.

3.1 Before starting a module, administer the "Estimate of Performance" form to each of the students (this is a type of pre-assessment). This instrument is contained within the module as Attachment A (yellow pages in back of module).

3.2 Explain to the student the purpose of the "Estimate of Performance" form (i.e., to have a record of the students' own perceived level of competence before taking the module).

3.3 Review the "Estimate of Performance" form directions, stressing confidentiality of information (be sure names and dates are included for later instrumentation matching).

3.4 Maintain the confidentiality of the information provided and avoid discussion of the information with the student

or use of this information as a needs assessment. Ask the student(s) to remove this instrument from the module upon its completion, staple the pages together and submit them to you.

3.5 Maintain a file of the pre-program "Estimate of Performance" forms until the module is completed.

4.0 Resource Person guides the students through the module.

4.1 Guide each student and provide any necessary feedback during the completion of each module.

4.2 Allow students sufficient time to complete all the module learning experiences they attempt.

4.3 Complete the "Administrator Performance Assessment Form" (last evaluation device in each module) for each student taking a module. This is optional where the final experience cannot be completed because of situational constraints.

4.4 Remove all pages of the "Administrator Performance Assessment Form" from the module, staple them together, and place the following information on the front page:

a) Name of student (administrator trainee)

b) Module name

c) Name of resource person

d) If not completed, indicate "Completion Impossible" on first page.

5.0 Administer the "Estimate of Performance" form for the module completed.

5.1 After the module is completed, another copy of the

"Estimate of Performance" form should be completed by each student (this is a type of post-assessment). This instrument is contained in the back of the module as Attachment B (yellow pages in the back of module).

5.2 Explain to the student the purpose of the "Estimate of Performance" form (i.e., to determine the students' own perceived level of competence after taking the module). After completing it, ask the student to remove it, staple the pages together, and submit them to you.

6.0 Students complete the "Student's Feedback Instrument."

6.1 After each student completes the "Estimate of Performance" form for the second time, he/she should fill out a "Student's Feedback Instrument." This instrument is contained in the back of the module (yellow pages) as Attachment C.

6.2 Review the directions and explain the purpose of this instrument (i.e., to identify for purposes of module revision: (1) the kinds of persons who used the module, (2) how well the module met their needs, and (3) what specific strengths and weaknesses are present in the module).

6.3 Strongly encourage the student to use spaces provided to explain their reactions or to add additional information. Ask them to be specific about their comments and to refer to specific page numbers in the module whenever possible. THIS IS MOST IMPORTANT! Upon completion of

this instrument, ask the student(s) to remove it, staple the pages together, and submit them to you.

7.0 Resource Person completes the "Resource Person's Feedback Instrument."

7.1 Each resource person should complete the "Resource Person's Feedback Instrument" (blue) immediately after all of his/her students have completed a given module. If students complete a module over an extended period of time (e.g., five students one month and five students the next month), two or more "Resource Person's Feedback Instruments" may be used.

7.2 The resource person should make written notes while persons are in the process of taking a given module regarding anything that may be important in terms of module revision. THIS IS VERY IMPORTANT AS YOUR COMMENTS ARE EXTREMELY VALUABLE FOR REVISION!!!

8.0 Assemble the test materials for each module tested.

8.1 Each resource person should assemble in the sequence indicated all of the following completed materials for each student taking a module:

8.1.1 One "Estimate of Performance" form (pre-program)

8.1.2 One "Estimate of Performance" form (post-program)

8.1.3 One "Student Feedback Instrument"

8.1.4 One "Administrator Performance Assessment Form"

8.2 Each resource person should separately complete at least one "Resource Person's Feedback Instrument," for each module used.

9.0 Forward testing materials to The Center.

9.1 Upon completion of the testing of a module at the site, forward all testing materials for the module and all unused copies of the module to:

Dr. Robert E. Norton
Administrator Project Director
The Center for Vocational Education
1960 Kenny Road
Columbus, Ohio 43210

9.2 The Resource person should maintain a record (by letter or memo, of all modules received, the status of testing for each module received, and all materials returned to The Center.

APPENDIX D

ESTIMATE OF PERFORMANCE

Organize and Work with a Local Vocational
Education Advisory Council

(CONFIDENTIAL)

This instrument contains several easy-to-complete items. Please respond to each item as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the module. Your responses will be kept confidential and not used to make any judgmental statements about you or anyone else. It is further understood that your participation is voluntary. The only reason your name is requested is so the instruments completed by you can be matched.

Name_____

Date_____

Institution_____

Performance-Based Curricula Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1976

Organize and Work with a Local Vocational Education Advisory Council

Directions: The following tasks describe several of the performance components necessary to effectively organize and work with a local vocational advisory council. Using the definitions for each level of performance given below, you are to respond to several items on the opposite page. First, please study the definitions below.

Poor:	You are unable to perform this task, or have only very limited ability to perform it.
Fair:	You are unable to perform this task in an acceptable manner, but have some ability to perform it.
Good:	You are able to perform this task in an effective manner.
Excellent:	You are able to perform this task in a very effective manner.

Now, please respond to each of the items by checking ( ) your level of performance.

A. At this time how well can you perform (execute) the following tasks?

	Level of Performance			
	Poor	Fair	Good	Excellent
1. Identify the responsibilities and functions appropriate to an advisory council.....				
2. Prepare an acceptable advisory council charter.....				
3. Prepare an appropriate statement of purposes for formation of an advisory council.....				
4. Obtain administrative and board of education approval to establish an advisory council, using appropriate procedures.....				
5. Prepare agendas that cover all key topics for the first and second advisory council meetings.....				
6. Transfer leadership gradually to the council members.....				
7. Carry out your responsibilities as school representative and advisor to the council...				
8. Assist the council in developing an appropriate set of by-laws.....				
9. Assist the council in developing an annual program of work.....				
10. Provide support and recognize individual council members for their contributions.....				

B. How many times have you already organized and worked with a vocational advisory council?

_____ 0

_____ 1-3

_____ 4-6

_____ 7-9

_____ 10 or more

C. At this point, how well do you feel you could organize and work with a vocational advisory council? (Consider all of the tasks involved.)

_____ Poor _____ Good

_____ Fair _____ Excellent

Name _____

Date _____

Resource Person _____

Rate the administrator's level of performance on each of the following performance components involved in organizing and working with a local vocational advisory council. Indicate the level of the administrator's accomplishment by placing an X in the appropriate column under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A column.

ADMINISTRATOR PERFORMANCE ASSESSMENT FORM

Organize and Work with a Local

Vocational Education Advisory Council

In organizing a vocational advisory council:	LEVEL OF PERFORMANCE					
	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
1. the support and approval of the chief school administrator and any other top school administrators were obtained.....						
2. the procedures to be followed when submitting a request to the board were determined.....						
3. the school file was checked and other administrators were consulted to discover the history and status of advisory councils in the school.....						
4. steps were taken to reactivate or dissolve a previously formed advisory council.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
5. a written statement of purposes was prepared which met the following criteria:						
a. the statement was clear and concise.....						
b. the statement could be used by the board as a formal authorization paper.....						
c. the statement ensured that the council would not trespass on the board's domain.....						
d. the statement defined the function and purpose of the council.....						
e. the statement was signed by the administrator, the chief administrator, and the board chairperson..						
6. a charter was prepared which meets the following criteria:						
a. the charter was clearly written....						
b. the charter defined how the members would be selected, criteria for selection to the council, size of the council, and procedure for appointing and replacing members...						
c. the charter presented guidelines for council operation.....						
d. the charter defined the responsibilities of the council in making reports to the board.....						
7. written request to organize the council, a charter, and a statement of purposes was submitted through proper channels to the board.....						
8. board permission to organize the council was obtained.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
9. a letter of appointment to each council member, with board approval and the chairperson's or the superintendent's signature was prepared and mailed.....						
10. a news release to announce the formation of a local vocational advisory council was prepared.....						
<u>In planning and conducting the initial meetings of the advisory council</u>:						
11. appropriate agendas for the initial meetings were planned.....						
12. invitations, agendas, and necessary information were mailed two weeks before the meetings to members, ex officio members, and guests.....						
13. the administrator served as temporary chairperson for the initial meetings....						
14. the council was guided in developing and adopting a set of bylaws.....						
15. the council was guided in electing officers specified in the bylaws.....						
16. the council was given background information on vocational education and the school.....						
17. the council was assisted in developing the annual program or work.....						
18. leadership was gradually transferred to the council members.....						
<u>After the advisory council was operational, the administrator</u>:						
19. met with the chairperson before each meeting to help plan the agenda.....						
20. acted as school representative on the council.....						

	N/A	NONE	POOR	FAIR	GOOD	EXCELLENT
21. involved council members in school activities.....						
22. kept council members informed regarding the status of their suggestions.....						

LEVEL OF PERFORMANCE: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the administrator and the resource person should meet to determine what additional activities the administrator needs to complete in order to reach competency in the weak area(s).

APPENDIX E

STUDENT'S FEEDBACK INSTRUMENT

Organize and Work With a Local
Vocational Advisory Council

(CONFIDENTIAL)

This instrument contains several easy-to-complete questions about the module you just completed. Please respond to each question as frankly as possible. You need not respond to any item about which you feel reluctant.

The items are designed only to collect information related to the module. Your responses will be kept confidential and not used to make any judgmental statements about you or anyone else. It is further understood that your participation is voluntary. The only reason your name is requested is so the instruments completed by you can be matched.

Name_____

Date_____

Institution_____

NOTE: The module should be available for your reference while completing this booklet.

Performance-Based Curricula Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1976

Directions: Please complete this instrument by placing checks (✓) in the blanks which best reflect your views. Unless otherwise indicated, check only one blank per item. You are also encouraged to write "comments" in the spaces provided to explain your responses whenever you desire.

A. Background Data

1. What is the highest level of formal post-secondary education you have completed?

_____ 1 none
_____ 2 one year
_____ 3 two years
_____ 4 three years
_____ 5 Bachelor's Degree
_____ 6 Master's Degree
_____ 7 Education Specialist
_____ 8 Doctorate

2. How many years of teaching experience have you completed?

_____ 1 none
_____ 2 one
_____ 3 two
_____ 4 three to five
_____ 5 more than five years

3. Are your currently a vocational administrator or have you served as a vocational administrator during the past three years?

_____ 1 yes, mostly at the post-secondary level
_____ 2 yes, mostly at the secondary level
_____ 3 yes (other, please explain)_____
_____ 4 no

4. Which instructional area(s) do you currently administer? (Check all that apply.)

_____ 1 agriculture education
_____ 2 business and office
_____ 3 distributive education
_____ 4 health occupations
_____ 5 home economics
_____ 6 industrial arts
_____ 7 technical education
_____ 8 trade and industrial
_____ 9 other (please explain)_____
_____ 10 none, enrolled in pre-service program

B. Module Data

5. What type of credit will you receive for completing this module? (Check all that apply.)

_____ 1 undergraduate
_____ 2 graduate
_____ 3 salary
_____ 4 certification
_____ 5 other (specify)_____

6. How many of these modules have you now completed?

_____ 1 0-1
_____ 2 2-3
_____ 3 4-5
_____ 4 6 or more

7. Approximately how much time (in hours) did you spend completing this module?

____ 1 hours

8. Did the module require a reasonable amount of time considering the competency involved?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

9. Which of the following played a significant part in your achieving the competency described in the terminal objective of the module? (Check all that apply.)

_____ 1 the module itself Comments:
_____ 2 the resource person
_____ 3 peers in class
_____ 4 resources other than those mentioned above

10. How many times did you ask your resource person for help while completing this module?

_____ 1 once Comments:
_____ 2 two times
_____ 3 three times
_____ 4 four times
_____ 5 five or more times

11. Did the module introduction clearly explain the purpose of the module?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

12. Were the directions within the module easily understood?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

13. Were the objectives of the module clearly stated?

_____ 1 defintely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

14. Which of the following learning experiences did you start? (Check all that apply.)

_____ 1 I
_____ 2 II
_____ 3 III
_____ 4 IV
_____ 5 V
_____ 6 VI
_____ 7 VII
_____ 8 VII
_____ 9 IX
_____ 10 X

15. Which of the following learning experiences did you complete? (Check all that apply.)

_____ 1 I
_____ 2 II
_____ 3 III
_____ 4 IV
_____ 5 V
_____ 6 VI
_____ 7 VII
_____ 8 VIII
_____ 9 IX
_____ 10 X

16. Did you complete the optional learning activities?

_____ 1 yes, most of them
_____ 2 yes, a few of them
_____ 3 no

Comments:

17. Were the learning experiences clear and easy to understand?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

18. Were the learning experiences realistic in terms of your being able to complete them?

_____ 1 definitely yes
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Comments:

19. How adequate was the content contained in the information sheet(s)?

_____ 1 too much detail was provided Comments:
_____ 2 it was just about right
_____ 3 too little detail was provided

20. Was the information presented consistent throughout the module (no contradictions)?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

21. Did the module help you fill gaps in your knowledge or ability to perform the competency without making you repeat what you already knew?

_____ 1 yes, most of the time Comments:
_____ 2 yes, some of the time
_____ 3 yes, a few times
_____ 4 no

22. Is the information in the module relevant to your professional development?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

23. Does the module contain any flagrant bias (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ 1 no
_____ 2 yes (please explain_____ _____
_____

24. Did the feedback provided at the end of each learning experience keep you well informed about your progress?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

25. Was the format of the module well organized?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

26. How did you feel about the symbols used to indicate the objectives, learning activities, etc. within the module? (Check all that apply.)

_____ 1 they were helpful
_____ 2 they were not helpful
_____ 3 they were interesting
_____ 4 they were not interesting
_____ 5 I liked them
_____ 6 I disliked them

Comments:

27. How helpful were the graphic illustrations?

_____ 1 very helpful
_____ 2 helpful
_____ 3 of limited help
_____ 4 of no help

Comments:

28. How helpful were the samples (e.g., news releases, agendas)?

_____ 1 very helpful
_____ 2 helpful
_____ 3 of limited help
_____ 4 of no help

Comments:

29. How helpful was the color coding of each learning experience?

_____ 1 very helpful
_____ 2 helpful
_____ 3 of limited help
_____ 4 of no help

Comments:

30. Did the Estimate of Performance form that you completed before starting this module help you assess your instructional needs?

_____ 1 yes
_____ 2 not sure
_____ 3 no

Comments:

31. Compare your experience in completing this module with your traditional college education courses. Place a check ( ) in the most appropriate space after each of the following items:

	Module	Traditional
1 Generally more interesting.....	_____	_____
2 Allows more personal contact to be made.....	_____	_____
3 Activities are more motivating.....	_____	_____
4 Allow more opportunity to work at your own pace..	_____	_____
5 Provides greater variety of experience.....	_____	_____
6 Helps achieve greater competency in administrative skills.....	_____	_____
7 More efficient in use of time.....	_____	_____

32. Did you enjoy using this method of instruction more than conventional methods?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

33. Would you recommend use of this module to fellow pre-service or inservice administrators who need this competency?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

34. Would you like to obtain additional administrative skills by completing more modules of this type?

_____ 1 definitely yes Comments:
_____ 2 yes
_____ 3 not sure
_____ 4 no
_____ 5 definitely not

Directions: Please provide specific written responses to the following three items.

35. What did you like best about this module?

A.

B.

C.

D.

36. What did you like least about this module?

A.

B.

C.

D.

37. Please provide any additional comments or suggestions that could help the author improve this module.

RESOURCE PERSON'S FEEDBACK INSTRUMENT

(CONFIDENTIAL)

This instrument contains a number of easy-to-complete questions. Please respond to these questions as frankly as possible. You need not respond to any items about which you feel reluctant.

These items are designed only to collect information about the modules being tested. Your responses will not be used to make any judgmental statements about you or anyone else. It is further understood that participation in this trial test is voluntary. The only reason your name is requested is to assist us in keeping track of the materials. You are to complete one instrument for each module on which you served as a resource person.

Name_____

Date_____

Module Title_____

Performance-Based Curricula Program
Competency-Based Vocational Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

1976

Directions: Please place a check (✓) in front of the response(s) which best reflects your views, or in the few cases where appropriate, fill in the blank. You are also encouraged to write "comments" in the spaces provided, where appropriate, to explain your feelings.

Part I: Background Data

1. How many years have you been involved in training preservice and/or in-service vocational administrators?

   _____ No. of years

2. How many years of experience have you had in:

   _____ a. college and/or secondary teaching
   _____ b. occupational work experience
   _____ c. general and/or vocational administration

3. What is your highest level of formal education?

   _____ a. Some college
   _____ b. Bachelor's degree
   _____ c. Master's degree
   _____ d. Education specialist
   _____ e. Doctorate
   _____ f. Other (please specify):_____

4. What percent of your professional time are you employed in the following positions? (Total should equal 100 percent.)

   _____ a. University--instructional staff
   _____ b. University--administrator
   _____ c. University--counselor
   _____ d. Two-year Post-secondary education--instructional staff
   _____ e. Two-year Post-secondary education--administrator
   _____ f. Two-year Post-secondary education--counselor
   _____ g. State department of education--administrator
   _____ h. State department of education--supervisor
   _____ i. Secondary--instructional staff
   _____ j. Secondary--administrator
   _____ k. Secondary--counselor
   _____ l. Other, please explain_____

5. Which of the following best describes the exposure you have had to competency-based administrator education?

   _____ a. Practically no exposure
   _____ b. Limited exposure
   _____ c. More than limited, but not extensive exposure
   _____ d. Extensive exposure

   Comments:

Part II: Module Specific Data

6. How many administrator trainees have you served as resource person for on this module?

_____ trainees

7. Did the terminal objective help you to understand the intent of the module?

_____ a. Yes
_____ b. Somewhat
_____ c. No

Comments:

8. Did the enabling objectives help you understand the intent of each learning experience?

_____ a. In nearly all cases
_____ b. Usually
_____ c. Sometimes
_____ d. Rarely

Comments:

9. Did the "Introduction" give you a good overview of the purpose of this module?

_____ a. Yes
_____ b. Not sure
_____ c. No

Comments:

10. How helpful was the "Module Structure and Use" section in understanding the organization and procedures for use of the module?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

11. How helpful were the "Overviews" in giving you a profile of each learning experience?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

12. How helpful were the "Activities" of the learning experiences in terms of acquiring the specified competency?

_____ a. Very helpful
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

Comments:

13. How helpful were the information sheets in terms of providing content important to achievement of the specified competency?

_____ a. Very helpful Comments:
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

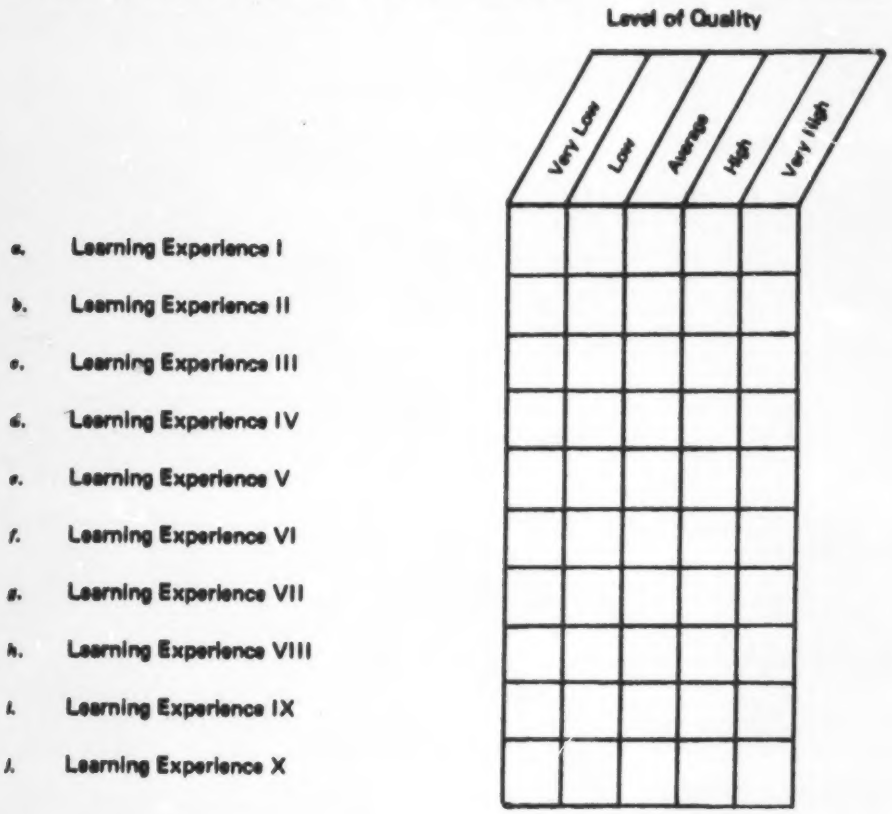
14. How helpful were the "Feedback" sections of the learning experiences in helping the students assess their progress?

_____ a. Very helpful Comments:
_____ b. Helpful
_____ c. Of limited help
_____ d. Of no help

15. Do you feel the content was covered in enough depth?

_____ a. In nearly all cases Comments:
_____ b. Usually
_____ c. Usually not
_____ d. Rarely

16. Please rate the quality of each of the learning experiences in this module by placing a check (✓) in the most appropriate box after each learning experience. (Space is also provided below for written comments.)



Any additional comments about the learning experiences?

17. While using this module, approximately how many hours did you spend on each of the tasks listed below? (Please fill in each of the following boxes.)

	a. Preparing to use the module
	b. Working with large groups of students
	c. Working with small groups (10 or less)
	d. Working with individual students

18. Is the type of achievement (performance) demanded by this module worth the effort?

_____ a. Yes
_____ b. Not sure
_____ c. No

Comments:

19. Was the terminology used in this module consistent with that which administrators normally use?

_____ a. Yes
_____ b. Not sure
_____ c. No
(please explain)_____

Comments:

20. Was the performance components listed on the "Administrator Performance Assessment Form" important elements of the competency being learned?

_____ a. Definitely yes
_____ b. Yes
_____ c. Not sure
_____ d. No
_____ e. Definitely not

Comments:

21. What percentage of the administrator's trainees' time do you believe was spent in each of the following settings? (Total should equal 100 percent.)

_____ Individualized study
_____ Small groups
_____ Large groups
_____ Other procedures
(please specify)_____

Comments:

22. If you were to use this module again, what percentage of the administrator trainees' time would you like to have students spend in each of the following settings? (Total should equal 100 percent.)

_____ Individualized study Comments:
_____ Small groups
_____ Large groups
_____ Other procedures
(please specify)_____

23. In your judgment, could this module be easily used in a group instructional setting?

_____ Yes, with ease Comments:
_____ Yes, with some modification
_____ Yes, with difficulty
_____ No, not really

24. Did you notice any contradictions or inconsistencies within the module?

_____ No Comments:
_____ Yes
(please explain)_____

25. Did you notice any flagrant bias within the module (e.g., economic, ethnic, racial, sexual, or cultural bias)?

_____ a. No
_____ b. Yes
(please explain)_____

26. How much did the administrator trainees learn from this module that they didn't already know?

_____ a. Nothing (please explain)_____
_____ b. Very little _____
_____ c. A moderate amount
_____ d. A substantial amount
_____ e. A great deal

27. If available in the future, would you use the Estimate of Performance items as a means of assessing the needs of individuals prior to their using the module?

_____ a. Yes Comments:
_____ b. Not sure
_____ c. No

28. Would you recommend this module to a fellow instructor in its present form?

_____ a. Definitely Comments:
_____ b. Probably
_____ c. Not sure
_____ d. Probably not
_____ e. Definitely not
(please explain)_____

29. Would you use this module again?

_____ a. Definitely
_____ b. Probably
_____ c. Not sure
_____ d. Probably not
_____ e. Definitely not
(please explain)_____

Comments:

30. Overall, how would you rate the quality of this module?

_____ a. Very good
_____ b. Good
_____ c. Average
_____ d. Poor
_____ e. Very poor

Comments:

Part III: Overall Reaction

Directions: Please respond to the next four items by writing in the space provided.

31. What did you like best about this module?

a.

b.

c.

d.

32. What did you like least about the module?

a.

b.

c.

d.

33. How valuable were the outside resource materials, if any, that accompanied this module?

34. Please provide any additional comments or suggestions that could help the author improve this module.

MODULE USE

The modules are designed for use in both pre-service and in-service, secondary and post-secondary, vocational administrator education programs. They are designed for use on an individual basis to allow each person to progress at his/her own pace. The modules, however, can also be easily adapted for group use.

Various components of the modules can be modified and enriched by incorporating local materials that are specific to the module user's situation. While the modules are basically self-contained, requiring few outside resources, they are not entirely self-instructional. A qualified resource person (instructor) is required to guide, assist, and evaluate the administrator trainee's progress.

PRODUCTS

The following products will result from this project:

- A research report which: (1) summarizes the review of literature on administrator competency studies, (2) outlines the procedures used to identify and nationally verify the competencies considered important to administrators of local secondary and post-secondary programs, and (3) contains a list of the competencies verified as important.

- A series of prototypic competency-based modules which have been designed for use in the preparation of vocational administrators on an individualized basis.

- A user's guide designed for the orientation of trainees and resource persons (instructors) to the concepts underlying competency-based education, and the nature and format of the materials developed.

The modules and user's guide are currently undergoing field testing. They will be revised and improved using the feedback obtained from testing and prepared for release to the public in summer 1977.

Questions concerning the research conducted and the instructional materials being developed should be directed to:

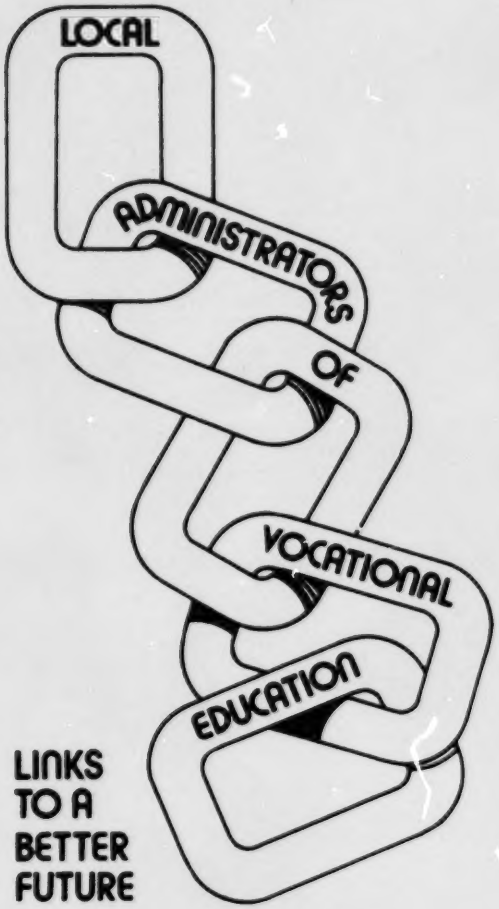
Dr. Robert E. Norton
Project Director
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
Phone: (614) 486-3655

This project is conducted by The Center for Vocational Education pursuant to a grant (No. 6007501702) with the Occupational and Adult Education Branch of the U.S. Office of Education under provisions of Part C—Research of the Vocational Education Amendments of 1968.

The Center does not discriminate against any individual for reasons of race, color, creed, religion, national origin, age, or sex.

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

COMPETENCY-BASED MATERIALS FOR



LINKS TO A BETTER FUTURE

THE CENTER FOR VOCATIONAL EDUCATION
The Ohio State University · 1960 Kenny Road · Columbus, Ohio 43210

COMPETENCY-BASED MATERIALS
— Links to a better future in vocational administration

NEED

The need for strong and competent administrators of vocational education has long been recognized. The rapid expansion of vocational education programs and increased student enrollments have resulted in a need for increasing numbers of trained vocational administrators at both the secondary and post-secondary level. Preservice and in-service administrators need to be well prepared for the complex and unique skills required to successfully direct vocational programs.

The effective training of local administrators has been hampered by the limited knowledge of the competencies needed by local administrators and by the limited availability of competency-based materials for the preparation of vocational administrators.

In response to this pressing need, the Occupational and Adult Education Branch of the U.S. Office of Education; under provisions of Part C—Research of the Vocational Education Amendments of 1968, has funded The Center for a scope of work entitled "Development of Competency-Based Instructional Materials for Local Administrators of Vocational Education."

The project has two major objectives as follows:

- To conduct research to identify and nationally verify the competencies considered important to local administrators of vocational education
- To develop and field test a series of prototypic competency-based instructional packages and a user's guide

PROCEDURES

In order to accomplish project objectives, the project staff will:

1. Conduct a national needs assessment to identify relevant administrator studies and available competency-based materials
2. Analyze available research on the identification of administrator competencies
3. Conduct a DACUM committee workshop to update and identify additional administrator competencies
4. Analyze, refine, and merge administrator competencies into a single list
5. Verify competencies nationally through a stratified survey of carefully selected secondary and post-secondary administrator respondents
6. Analyze survey findings and cluster competencies for curriculum development
7. Develop prototypic instructional packages (modules) and a user's guide
8. Field test instructional materials at four locations as follows: Kent State University, Ohio State University, University of Tennessee, and Utah State University
9. Revise all materials using feedback obtained from students (administrator trainees) and instructors
10. Publish and disseminate research report, modules, and user's guide.

IDENTIFICATION OF COMPETENCIES

Based upon input from experienced vocational educators participating in a DACUM workshop and the results of a comprehensive literature search, 191 competency statements were identified that described the functions and responsibilities of vocational administrators. These task statements were submitted to a select national group of experienced secondary and post-secondary administrators of vocational education for verification. Ninety-two percent (92%) of these administrators responded to the verification questionnaire and indicated that 166 of the 191 statements were competencies important (median score of 3.0 or higher) to the job of vocational administrator.

NATURE OF MATERIALS

The competency-based instructional materials being developed are organized in modular form for use by both preservice and in-service vocational administrators. Modules are primarily self-contained learning packages that focus on one or more competencies that have been identified and verified as being important to local administrators of vocational education.

High priority competencies have been identified and the development of modules addressing these competencies has begun. The competency areas covered by these modules are:

- Organize and work with a general vocational advisory council
- Develop annual and long-range vocational program plans
- Supervise vocational personnel
- Supervise vocational placement and follow-up services
- Assess personal development needs

MODULE FORMAT

Each module is an instructional package designed to cover an important administrative skill. The package includes information, activities, and feedback devices to help the module user acquire the specified skill.

The skill is acquired by use of a series of learning experiences that allow the module user to initially gain cognitive knowledge about the skill. The module user is then given the opportunity to plan for or practice that skill and finally, to demonstrate competence in that skill by performing it in an actual administrative situation.

Each learning experience is complete with both required and optional activities that are designed to help the module user achieve a specific objective. In order to achieve the objective, the activities within a learning experience may include reading an information sheet, role-playing, planning, reacting to case studies, videotaping performance for critique by peers, and/or observing experienced administrators. The successful completion of the activities contained in the learning experiences leads the user to attainment of the competencies addressed by the module.

APPENDIX G

DESCRIPTION OF THE CENTER'S COMPETENCY-BASED MATERIALS FOR TRAINING LOCAL ADMINISTRATORS OF VOCATIONAL EDUCATION

Developed and Field Tested by:

Robert E. Norton, Project Director
Kristy L. Ross, Program Assistant
Gonzalo Garcia, Graduate Research Associate
Barry Hobart, Graduate Research Associate

Competency-Based Administrator Project
The Center for Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Under Sponsorship of:

Bureau of Occupational and Adult Education
U.S. Office of Education
September, 1977

ORGANIZE AND WORK WITH A LOCAL VOCATIONAL EDUCATION ADVISORY COUNCIL

TERMINAL OBJECTIVE

While working in an actual administrative situation, organize and work with a local vocational education advisory council.

ENABLING OBJECTIVES

1. After completing the required reading, demonstrate knowledge of the procedures for organizing a local vocational education advisory council.

2. After completing the required reading, demonstrate knowledge of the procedures to follow when working with a local vocational education advisory council.

3. Given case situations of administrators organizing and working with local vocational education advisory councils, critique the performance of those administrators.

NARRATIVE

This module offers the reader a step-by-step approach to organizing a local advisory council. It starts by explaining the rationale for, and benefits of, a local council. It then proceeds to lead the reader through the following main topic areas:

- gaining board of education approval
- assessing the present situation
- developing and writing a statement of purposes, and charter
- selecting advisory council members

Discussion of working with a local advisory council centers around the following major topic areas:

- planning meeting agendas
- holding the first and second meetings
- developing bylaws
- transferring leadership to council members

TASK STATEMENTS ADDRESSED

Numbers 109 and 110

NUMBER OF PAGES

78

SUPERVISE VOCATIONAL EDUCATION PERSONNEL

TERMINAL OBJECTIVE

While working in an actual administrative situation, supervise vocational personnel.

ENABLING OBJECTIVES

1. After completing the required reading, demonstrate knowledge of the relationships among student learning, teacher performance, and teacher motivation.

2. After completing the required reading, demonstrate knowledge of the effects of a supervisor's behavior on the performance of teachers.

3. Given actual situations in which administrators are supervising staff, record and analyze the styles and procedures used in the supervision process.

NARRATIVE

This module deals with the supervision of personnel by focusing upon the relationships among student learning, teacher performance, and teacher motivation. It analyzes the effects of the supervisor's behavior on the performance of teachers. It leads the reader through the following main topic areas:

- teacher motivation
- human needs
- the teacher's self-actualization
- teacher morale
- teacher maturity

In analyzing the important principles of effective supervision, the following major topics are considered:

- sensitivity in supervision
- consistency in supervision
- supervision and professionalism
- professionalism and employment satisfaction
- genuineness and supervision
- supervision and the teacher's self-actualization

TASK STATEMENTS ADDRESSED

Numbers 68, 71, 101, 102, and 105

NUMBER OF PAGES

67

APPRAISE THE PERSONNEL DEVELOPMENT NEEDS OF VOCATIONAL TEACHERS

TERMINAL OBJECTIVE

While working in an actual administrative situation, appraise the personnel development needs of vocational teachers.

ENABLING OBJECTIVES

1. After completing the required reading, describe the instructional skills used, and the knowledge needed, by effective teachers.

2. After completing the required reading, demonstrate knowledge of the principles and techniques of appraising the personnel development needs of vocational teachers.

3. After completing the required reading, demonstrate the ability to use effectively teacher assessment instruments for appraising the personnel development needs of vocational teachers.

NARRATIVE

This module reviews the type of observable classroom and laboratory competencies that vocational teachers should possess, the concepts and principles necessary to an effective appraisal system, and provides a variety of sample instruments which a local administrator or supervisor of vocational education might utilize in the appraisal process.

Six principles of effective appraisal are discussed and applied. These are the principles of cooperation, consent, completeness, objectivity, influenceability, and purposefulness. A model of performance appraisal is introduced and analyzed. Then the following approaches to appraisal are considered in the light of these principles and the model:

- self-assessment by the instructor
- supervisor assessment
- peer assessment
- student assessment

TASK STATEMENTS ADDRESSED

Numbers 81, 82, and 83

NUMBER OF PAGES

111

ESTABLISH A STUDENT PLACEMENT SERVICE AND COORDINATE FOLLOW-UP STUDIES

TERMINAL OBJECTIVE

While working in an actual administrative situation, establish a student placement service and coordinate follow-up studies.

ENABLING OBJECTIVES:

1. After completing the required reading, demonstrate knowledge of the practices and procedures involved in establishing and working with an effective school placement service.

2. After completing the required reading, demonstrate knowledge of the steps and procedures involved in planning a student follow-up study.

3. Given functioning student placement and follow-up services in an actual school, critique those services.

NARRATIVE

This module discusses the rationale for, and the objectives of, a school-based student placement service. It covers the following major topic areas:

- assessing student and community needs and characteristics
- gaining board of education approval
- using the services of a placement planning committee
- hiring a placement staff
- responsibilities and qualifications of the placement staff
- evaluating the placement service

The discussion of follow-up studies includes:

- purposes and values
- responsibilities of administration, staff, and students for follow-up
- types of follow-up studies

TASK STATEMENTS ADDRESSED

Numbers 23, 24, and 54

NUMBER OF PAGES

98

DEVELOP LOCAL PLANS FOR VOCATIONAL EDUCATION: PART I

TERMINAL OBJECTIVE

While working in an actual administrative situation, determine vocational program and support service needs.

ENABLING OBJECTIVES

1. After completing the required reading, demonstrate knowledge of the rationale and the procedures for vocational program planning.

2. After completing the required reading, demonstrate knowledge of the procedures for assessing individual needs and interests in vocational planning.

3. After completing the required reading, demonstrate knowledge of the procedures for assessing local manpower needs for use in planning vocational education programs.

4. After completing the required reading, demonstrate knowledge of the procedures for determining the vocational program and support service needs.

NARRATIVE

This module reviews the rationale and procedures for comprehensive vocational program planning. Legislative requirements for planning are reviewed and the roles of the vocational administrator and other key personnel in the planning process are discussed. A recommended nine step "Vocational Education Program Planning Model" is presented along with an overview of the purpose and nature of each step in the planning process.

The module then presents information about the procedures important to carrying out the following first four steps in comprehensive planning:

- analyzing the general education goals and the community (area) planning base
- assessing individual needs
- assessing manpower needs
- determining vocational program and support service needs

TASK STATEMENTS ADDRESSED

Numbers 1, 2, 5, 16, 17, 27, 30, and 31

NUMBER OF PAGES

107

DEVELOP LOCAL PLANS FOR VOCATIONAL EDUCATION: PART II

TERMINAL OBJECTIVE

While working in an actual administrative situation, complete the development of local plans for vocational education.

ENABLING OBJECTIVES

1. After completing the required reading, write sample program goals and objectives for a selected vocational program.

2. After completing the required reading, demonstrate your understanding of the procedures involved in generating program and support service alternatives, and in selecting the best alternative solution.

3. After completing the required reading, demonstrate knowledge of the important concepts and procedures to follow in developing implementation plans for vocational education.

4. After completing the required reading, demonstrate knowledge of accepted procedures and techniques for evaluating vocational programs and support services.

NARRATIVE

This module deals with the last five steps of the comprehensive "Vocational Education Program Planning Model" presented in the Part I module of the same title. The importance of adequate planning to meet the needs of individuals and the employment needs of the community is stressed. The need for each local educational agency, whether secondary or post-secondary, to develop and submit an annual local plan (application) for vocatioal education as a basis for receipt of state and federal financial support is reviewed.

The module presents specific information about the procedures important to carrying out the following five steps in the planning process:

- establishing vocational program goals and objectives
- considering vocational program and support service alternatives
- selecting the best alternatives
- developing the implementation plan
- evaluating the programs and support services

TASK STATEMENTS ADDRESSED

Numbers 6, 7, 8, 9, 10, 18, and 32

NUMBER OF PAGES

GUIDE TO USING COMPETENCY-BASED VOCATIONAL EDUCATION ADMINISTRATOR MATERIALS

This guide serves as an introduction to The Center's competency-based vocational administrator modules. It is designed to be used by both the learner and the resource person in understanding what a module is and how one can be used to help the learner attain a competency.

The major components of a module are discussed in detail. This description includes explanations of how learning experiences are sequenced, how activities can be structured to meet each learner's individual needs, and why the final experience requires that competence in a particular skill be demonstrated in an actual administrative situation.

The guide emphasizes the importance of the role of the resource person. It explains that the resource person assumes the role of advisor, helper, and evaluator during the learning process. Other major topics addressed include:

- the definition of competency-based instruction
- the research base upon which the vocational administrator modules are based
- procedures for module use
- definitions of terminology unique to the modules
- key steps in using The Center's administrator modules

NUMBER OF PAGES

20